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ABSTRACT

This report presents the results of a survey of the 69 urban school districts constituting the National School Boards Association (NSBA) Council of Urban Boards of Education. It provides data designed to assist school board members and school superintendents in meeting their leadership responsibilities, and indicates significant trends in urban education. Data presented are organized into two major categories: (1) a profile of urban school districts (including enrollment, programs, and staff in the 69 school districts), school board makeup, school district finances, and characteristics of urban superintendents; and (2) the fiscal impact of Federal budget cuts for 1982-83 on the Education Consolidation and Improvement Act (ECIA) Chapter I, Impact Aid, the Education for All Handicapped Children Act (P.L. 94-142), vocational education, and school lunch programs. The two instruments used in the survey are included as appendices. (CJM)

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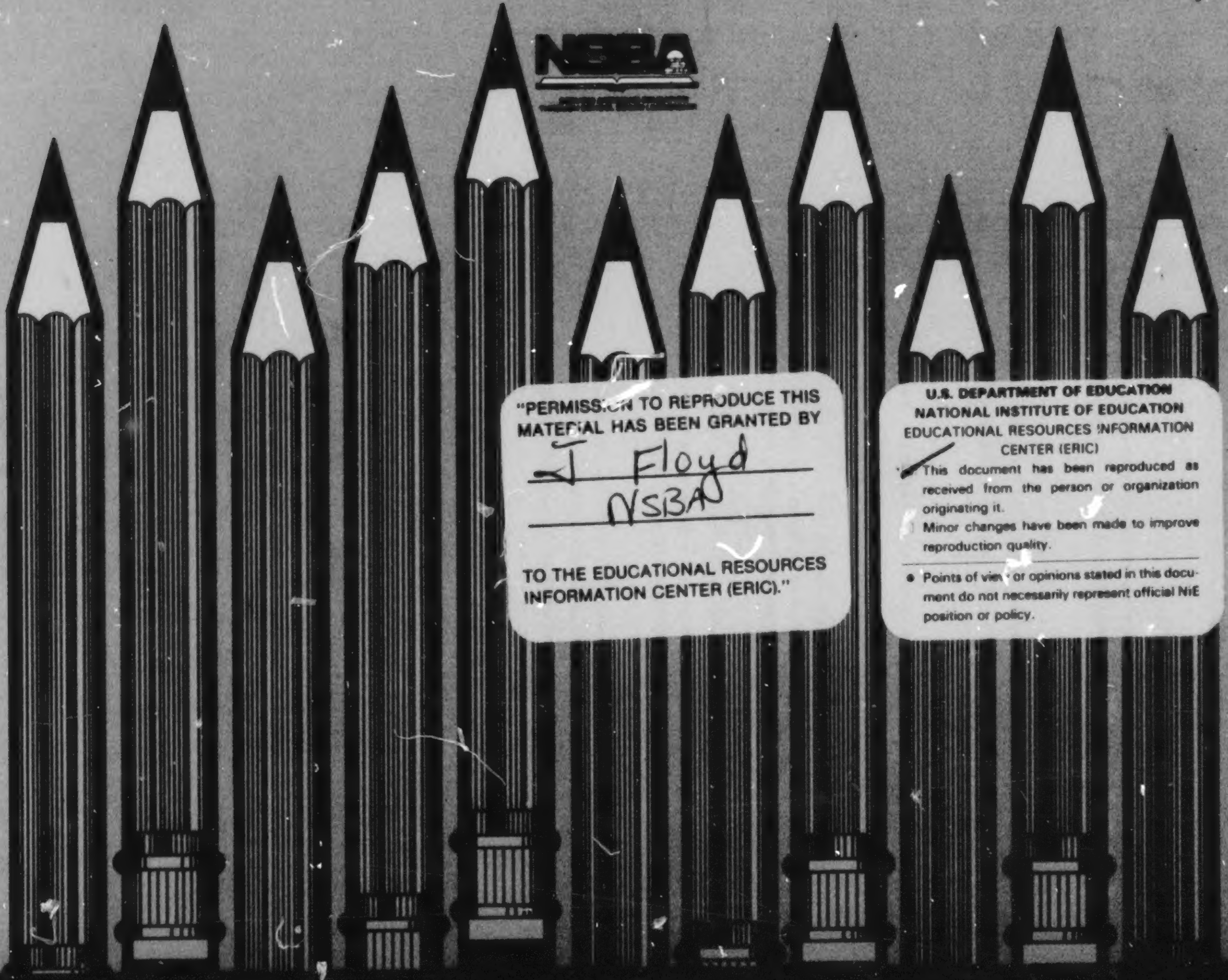

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Survey of Public Education in the Nation's Urban School Districts

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Survey of Public Education in the Nation's Urban School Districts, 1983

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A Survey of Public Education in the Nation's Urban School Districts

- 1983 -

FOREWORD

The 69 school districts that comprise the NSBA Council of Urban Boards of Education make up less than half of one percent of all the school districts in the United States. Enrollments have been on the decline in most of these urban districts since 1979. Yet, one out of every eight public school students still attends school in one of these districts. With enrollments and federal funding also on the decline, the challenge faced by school boards and superintendents to operate systems effectively has become steadily more difficult.

This report, A Survey of Public Education in the Nation's Urban School Districts, presents the results of a survey of the 69 urban school districts constituting the NSBA Council of Urban Boards of Education. Forty-six districts, or 67% responded to the survey. The report focuses on the school board members who govern and superintendents who administer these schools. It provides data designed to assist them in meeting their leadership responsibilities. Among other things, it specifically provides an in-depth review of school district finances and special federal programs in urban school systems.

The reader will find that in addition to presenting substantive information about education in urban school districts, the report indicates some significant trends in urban education.

We hope that you find this publication informative and invite your comments.

Very truly yours,

Tom Shannon

Thomas A. Shannon
Executive Director

INTRODUCTION

The face of education has changed over the years as public schools have become responsible for more than the teaching of the 3 R's. Nowhere are these educational changes more visible than in this nation's largest, most heavily populated and most visible communities - those containing our urban school districts. With our cities still comprised of diverse ethnic, economic, and cultural groups, education policymakers and administrators have been forced to adjust to numerous changes rapidly and frequently under adverse conditions. The information in this report is the result of research on a variety of educational topics of interest and concern to all educators culminating in a profile of urban school districts.

The SCHOOL DISTRICT: (see pages 1 to 39)

The trend of declining enrollment in our urban schools has continued since the 1970's. This decline may be attributed partially to the increased transference of white students to private and parochial schools. Our survey results show, however, that the percentage of minority students in public schools has increased in almost all of the 46 cities surveyed.

Approximately 71% of the districts responding to the survey offered some type of alternative programs. These include: prekindergarten and head start, bilingual programs, continuation school for dropouts, adult education leading to a high school diploma, and career vocational education programs.

However, it is becoming increasingly difficult to administer these alternative programs because of a decline in federal funds and other outside revenue sources.

THE SCHOOL BOARD: (see pages 40 to 73)

There are approximately 7 school board members per urban school district. Some districts have as few as five members and one district has as many as fourteen members. According to responses, most school board members are elected by nonpartisan ballots. Whether elected or appointed, the average term of office is 4 years. Most districts reimburse board members for expenses incurred while attending to the district's business or expenses when traveling outside the district. About 33% of the districts in the survey pay their board members a salary or honorarium for the time they donate to the school district.

In addition to metropolitian newspapers, more media groups such as commercial and public TV are now covering school board meetings. The majority of the board members find that the media is generally objective and positive in their coverage.

SCHOOL DISTRICT FINANCES: (see pages 74 to 87)

Urban school district budgets have increased primarily due to the rising per-pupil instructional costs. The average per-pupil instructional expenditure in 46 responding cities is $1,696 -- 15% more than three years ago. In most districts, local funds are still the major source of school finances and in a majority of instances, the school board has final approval over the district's budget.

Although the general trend was fewer dollars for federal programs, some districts did receive slightly more funds for the 1980-82 school years compared to the 1978-79 and 1979-80; and in a few districts funding remained virtually static.

URBAN SUPERINTENDENTS: (see pages 88 to 93)

In developing a profile for the urban superintendent, the following pattern emerged. The "average" superintendent is 51.4 years old, a white male, married and the holder of a Ph.D. or other professional degree. The superintendent has served in his present position for 4.4 years and earns $62,370 per year (up from $49,636 in 1979). As past surveys have shown, salary of superintendents is related more to size of district and budgets than to experience.

Proportionately, the number of minority superintendents has increased since 1979. (22% now compared to 16% in 1979) and there is only one female superintendent represented among our present sample of 46.

IMPACT OF FEDERAL BUDGET CUTS FOR 1982-83

Because of actual and proposed reductions in Federal funding for specific programs, the survey instrument included questions on how districts were handling these reductions. Specifically, questions were asked regarding ECIA Chapter 1, Impact Aid, P.L. 94-142 and vocational education. In some instances, funds were scheduled to be eliminated completely.

The survey shows that most urban districts received less funds under Chapter 1 in fiscal year 1981 than in fiscal year 1980. In 1980, Chapter 1 served 555,178 children in 41 urban districts that reported receiving these funds, compared to 508,987 children in fiscal year 1981 in the same districts.

Generally, districts were in agreement with regard to the effects of cuts in Federal funds. They concluded that federal cuts would result in reduction in staff, reduction in the number of children served and according to most board members, loss of momentum and deteriorating quality of programs.

With the diminished funding by the Federal Government, especially in vocational education and the school lunch programs, many board members are concerned that local and state governments cannot assume the total burden of the cuts.

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* Full-Time Employees

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The School District

NUMBER OF RESIDENTS AND AGGREGATE STUDENT ENROLLMENT

NAME OF CITY	NUMBER OF RESIDENTS IN SCHOOL DISTRICTS AS ESTIMATED BY SCHOOL OFFICIALS (1980-81)	AGGREGATE STUDENT ENROLLMENT (1981-82)*
Albuquerque	480,000	73,823
Atlanta	425,000	69,700
Austin	350,000	54,617
Baltimore	783,320	119,570
Baton Rouge	400,000	60,539
Birmingham	284,388	44,981
Chicago	3,005,000	441,232
Cincinnati	410,000	53,400
Cleveland	573,822	74,919
Columbus	562,462	70,480
Corpus Christi	193,701	37,019
Dallas	904,000	127,750
Dayton	225,000	30,873
Detroit	1,203,339	217,353
El Paso	260,000	60,28[illegible]
Fort Wayne	210,400	33,610
Houston	1,500,000	184,597
Indianapolis	405,000	55,536
Jacksonville	600,000	98,937
Kansas City	400,000	36,197
Long Beach	415,000	56,926
Louisville	675,000	92,937
Miami	1,732,000	224,580
Milwaukee	636,212	86,000
Mobile	364,379	64,451
New Orleans	556,913	84,009
Norfolk	266,979	35,328

Oakland	339,288	47,574
Oklahoma City	350,000	38,919
Philadelphia	1,655,900	220,550
Phoenix (Roosevelt)	58,000	9,157
Phoenix (Union High)	(N/A)	21,301
Pittsburgh	428,514	43,605
Portland	366,383	51,008
Richmond	219,214	30,496
St. Louis	420,000	61,319
San Antonio	785,410	59,147
San Diego	785,000	111,228
Seattle	495,000	46,679
Tampa	646,960	107,481
Toledo	365,302	44,452
Tucson	345,000	54,296
Tulsa	340,000	48,314
Virginia Beach	266,500	54,678
Wichita	276,000	45,157

* ERS Report, Salaries Paid Professional Personnel in Public Schools, 1981-82

ETHNIC STUDENT ENROLLMENT BY PERCENTAGE (1980-81)

NAME OF CITY	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	NATIVE AMERICAN	WHITE	OTHER NONWHITE
Albuquerque	1.6	3.4	38.9	2.9	53.1	0.0
Atlanta	0.0	91.2	0.5	0.0	7.8	0.5
Austin	1.3	19.1	28.0	0.1	51.5	0.0
Baltimore	0.4	78.2	0.2	0.2	21.0	0.0
Baton Rouge	0.0	41.6	0.4	0.4	56.4	1.2
Birmingham	0.0	78.0	0.0	0.0	21.0	1.0
Boston	5.6	46.1	13.2	0.4	34.7	0.0
Chicago	2.3	60.7	19.6	0.2	17.2	0.0
Cincinnati	0.5	57.0	0.2	0.2	42.0	0.0
Cleveland	0.7	67.0	3.0	0.3	29.0	0.0
Columbus	1.0	40.6	0.3	0.0	58.0	0.0
Corpus Christi	0.0	5.8	66.5	0.0	27.7	0.0
Dallas	1.3	49.8	20.8	0.4	27.8	0.0
Dayton	0.0	57.0	0.0	0.0	43.0	0.0
Detroit	0.4	86.3	1.7	0.3	11.3	0.0
El Paso	*	4.0	69.0	*	27.0	0.0
Fort Wayne	0.7	21.0	2.0	0.2	76.2	0.0
Houston	2.6	44.3	29.7	0.1	23.3	0.0
Indianapolis	0.1	45.5	0.6	0.5	53.4	0.0
Jacksonville	0.5	33.0	2.0	0.5	64.0	0.0
Kansas City	1.0	68.0	3.6	0.2	27.4	0.0
Long Beach	11.5	19.4	19.8	0.5	48.8	0.0
Louisville	0.4	28.3	0.2	0.1	70.5	0.5
Miami	1.0	30.8	38.2	0.0	30.0	0.0
Milwaukee	1.2	47.7	6.3	1.2	42.8	0.5
Mobile County	0.5	42.8	0.1	0.2	56.9	0.0
New Orleans	2.9	84.4	1.4	0.1	11.1	0.1

Norfolk	2.0	58.0	0.5	0.1	39.0	0.0
Oakland	2.8	66.6	10.0	0.6	13.5	6.4
Oklahoma City	1.9	35.2	4.0	3.8	54.5	0.3
Omaha	0.0	0.0	0.0	0.0	0.0	0.0
Philadelphia	1.9	62.7	7.6	0.1	27.7	0.0
Phoenix (Roosevelt)	0.0	35.0	49.0	1.0	15.0	0.0
Phoenix (Union High)	1.4	12.2	24.0	2.4	60.0	0.0
Pittsburgh	0.7	50.7	0.2	*	48.4	0.0
Portland	9.4	14.6	1.8	1.7	72.4	0.0
Richmond	0.4	85.5	0.1	0.0	13.8	0.2
St. Louis	*	79.0	*	*	20.0	*
San Antonio	*	14.2	75.2	*	10.8	0.0
San Diego	13.5	15.5	18.6	0.3	52.1	0.0
Seattle	17.3	21.5	4.2	2.9	54.1	0.0
Tampa	0.7	20.2	4.9	0.6	74.1	0.0
Toledo	0.7	34.0	4.0	0.3	61.0	0.0
Tucson	1.7	5.3	29.9	2.4	60.7	0.0
Tulsa	1.0	24.0	1.0	6.0	68.0	0.0
Virginia Beach	2.9	11.5	0.8	0.1	84.7	0.0
Wichita	4.6	18.9	4.3	1.5	70.7	0.0

* Less than 0.1%

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HANDICAPPED STUDENTS AS DEFINED BY P.L. 94-142 (1980-81)

NAME OF CITY	NUMBER OF PUPILS
Albuquerque	7,808
Atlanta	7,267
Austin	5,309
Baltimore	21,800
Baton Rouge	5,500
Birmingham	3,972
Boston	(N/R)
Chicago	45,969
Cincinnati	5,386
Cleveland	4,814
Columbus	7,120
Corpus Christi	4,091
Dallas	9,183
Dayton	2,105
Detroit	18,000
El Paso	6,308
Fort Wayne	3,030
Houston	19,501
Indianapolis	7,329
Jacksonville	14,269
Kansas City	4,475
Long Beach	2,977
Louisville	13,937
Miami	20,485
Milwaukee	6,702
Mobile	N/A
New Orleans	6,520
Norfolk	3,797
Oakland	1,373

Oklahoma City	5,014
Philadelphia	24,146
Phoenix (Roosevelt)	585
Phoenix (Union High)	2,900
Pittsburgh	6,608
Portland	4,252
Richmond	3,917
St. Louis	6,700
San Antonio	5,329
San Diego	11,106
Seattle	2,980
Tampa	12,175
Toledo	3,321
Tucson	6,961
Tulsa	5,720
Virginia Beach	4,411
Wichita	4,377

HANDICAPPED STUDENTS BY RACE/ETHNICITY 1980-81

NAME OF CITY	ASIAN/ PACIFIC ISLANDER	BLACK	HISPANIC	NATIVE AMERICAN	WHITE	OTHER NONWHITE
Albuquerque	0.7	4.6	46.5	2.8	45.4	0.0
Atlanta	N/A	N/A	N/A	N/A	N/A	N/A
Austin	0.3	28.0	29.0	0.2	42.3	0.2
Baltimore	N/A	N/A	N/A	N/A	N/A	N/A
Baton Rouge	0.0	55.1	0.3	0.0	44.2	0.4
Birmingham	0.0	78.0	0.0	0.0	21.0	1.0
Boston	1.0	45.0	13.0	0.05	35.0	3.0
Chicago	1.0	60.4	12.5	0.2	25.9	0.1
Cincinnati	0.5	58.0	0.4	0.1	41.0	0.0
Cleveland	0.0	65.0	3.0	0.0	32.0	0.0
Columbus	0.6	40.1	0.2	0.0	59.1	0.0
Corpus Christi	1.0	8.0	66.0	1.0	24.0	0.0
Dallas	0.3	50.2	15.9	0.4	33.2	0.0
Dayton	0.0	57.0	0.0	0.0	43.0	0.0
Detroit	0.2	84.4	1.0	0.3	14.1	0.0
El Paso	*	6.0	63.0	*	31.0	0.0
Fort Wayne	*	23.6	1.8	0.2	73.4	0.9
Houston	0.5	47.0	25.8	0.1	26.6	0.0
Indianapolis	0.2	55.2	0.4	0.2	44.4	0.0
Jacksonville	1.0	38.0	2.0	1.0	58.0	0.0
Kansas City	1.0	68.0	3.6	0.2	27.4	0.0
Long Beach	3.8	20.4	12.3	0.3	63.2	0.0
Louisville	*	37.0	*	*	63.0	*
Miami	0.7	33.6	28.3	0.0	37.4	0.0
Milwaukee	0.3	54.7	3.9	1.0	39.3	0.4
New Orleans	N/A	N/A	N/A	N/A	N/A	N/A
Norfolk	1.0	58.7	0.3	0.0	40.0	0.0

Oakland	3.0	67.0	10.0	1.0	13.0	6.0
Oklahoma City	N/A	N/A	N/A	N/A	N/A	N/A
Philadelphia	0.2	59.1	8.4	0.1	32.3	0.0
Phoenix (Roosevelt)	0.0	40.0	38.0	2.0	20.0	0.0
Phoenix (Union High)	1.3	11.3	19.0	3.6	65.8	0.0
Pittsburgh	0.0	56.0	0.0	0.0	44.0	0.0
Portland	1.7	17.0	2.0	1.5	77.8	0.0
St. Louis	*	80.0	*	*	19.0	*
San Antonio	0.0	15.0	75.0	0.0	10.0	0.0
San Diego	3.6	22.5	17.2	0.3	56.4	0.0
Seattle	4.8	32.2	4.5	3.3	55.2	0.0
Tampa	0.6	28.7	4.7	0.1	66.0	0.0
Toledo	0.2	38.0	3.6	0.2	58.0	0.0
Tucson	0.9	8.6	30.7	3.4	53.3	0.0
Tulsa	1.0	31.0	1.0	4.0	63.0	0.0
Virginia Beach	N/A	N/A	N/A	N/A	N/A	N/A
Wichita	4.0	30.0	4.0	1.0	61.0	0.0

* Less than 0.1%

ALTERNATIVE PROGRAMS WITHIN A SCHOOL

	PRE-KINDERGARTEN PROGRAM				HEAD START PROGRAM			
NAME OF CITY	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLAR AMOUNT BUDGETED	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLAR AMOUNT BUDGETED
Albuquerque	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Atlanta	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Austin	645	113	Title I-3 Migrant-7 Title VII-1 Spec Ed-8	1,682,903	(N/R)	(N/R)	(N/R)	(N/R)
Baltimore	1,800	90	19	1,900,000	N/A	N/A	N/A	N/A
Baton Rouge	458	39	5	Included in Other Spec Ed.	(N/R)	(N/R)	(N/R)	(N/R)
Birmingham	(N/R)	(N/R)	(N/R)	(N/R)	184	10	12	22,675
Boston	3,268	105	(N/R)	2,048,932	(N/R)	(N/R)	(N/R)	(N/R)
Chicago	5,593	525	21*	10,883,972	4,969	285	16	6,723,010
Cincinnati	613	59	15	637,348	412	44	16.5	469,500
Cleveland	1,483	93	15	1,275,858	N/A	N/A	N/A	N/A
Columbus	405	14	16.5	507,121	(N/R)	(N/R)	(N/R)	(N/R)
Corpus Christi	120	16	10	250,000	Handled By Community Action Agency, Not School District			
Dallas	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dayton	1,142	63	16	1,800,000	416	(N/R)	4	653,000
Detroit	1,300	36	15	1,708,702	1,910	162	19	2,888,512
El Paso	145	13	12	(N/R)	700	17	(N/R)	437,996
Fort Wayne	18	3	8	25,950	(N/R)	(N/R)	(N/R)	(N/R)
Houston	322	29	9	445,559	(N/R)	(N/R)	(N/R)	(N/R)
Indianapolis	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Jacksonville	759	17	10	330,011	900	150	15	2,000,000
Kansas City	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)

Long Beach	(N/R)	(N/R)	(N/R)	(N/R)	56	4	16	65,000
Louisville	N/A	N/A	N/A	N/A	1,240	151	12	1,729,497
Miami	268	Exceptional Student Staff	(N/R)	Included in Exceptional Students	(N/R)	(N/R)	(N/R)	(N/R)
Milwaukee	1,736	37	10	N/A	413	28	15	558,866
Mobile	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
New Orleans	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Norfolk	328	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Oakland	767	38	18	967,342	N/A	N/A	N/A	N/A
Oklahoma City	N/A	24	4	171,440	(N/R)	(N/R)	(N/R)	(N/R)
Philadelphia	4,330	1,156	17	21,093,461	1,640	288	16	4,164,200
Phoenix (Roosevelt)	(N/R)	(N/R)	(N/R)	(N/R)	126	18	17	(N/R)
Phoenix (Union High)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pittsburgh	334	51	104	923,633	735	60	10+	1,159,810
Portland	757	(N/R)	(N/R)	(N/R)	305	44	15	682,508
Richmond	236	17	10	700,000	245	13	12	603,277
St. Louis	300	21	4	288,860	N/A	N/A	N/A	N/A
San Antonio	640	34	2	760,046	(N/R)	(N/R)	(N/R)	(N/R)
San Diego	741	58	14.5	1,149,555	N/A	N/A	N/A	N/A
Seattle	281	30	13	533,000	370	43	16	583,000
Tampa	610	99	15	1,244,484	1,280	143	17	1,702,307
Toledo	600	19	12	659,248	(N/R)	(N/R)	(N/R)	(N/R)
Tucson	200	24	10	341,964	-0-	-0-	-0-	-0-
Tulsa	260	15	11	500,000	250	26	16	56,000
Virginia Beach	82	10	7	N/A	-0-	-0-	-0-	-0-
Wichita	725	52	13	478,148	1,179	29	16	329,631

* This district offers 7 prekindergarten programs for an average of 21 years.

NAME OF CITY	K-12 BILINGUAL PROGRAMS				CONTINUATION SCHOOL FOR DROPOUTS*, et.al. (K-12)			
	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLAR AMOUNT BUDGETED	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLAR AMOUNT BUDGETED
Albuquerque:								
(Bilingual)	N/A	279	13	362,083*	-0-	-0-	-0-	-0-
(Cross-Cultural)	9,242	87	13	1,104,100	250	16.5	10	639,997*
Atlanta	400	20	5	385,249	300	32	20	621,273)
Austin	3,486	305	7	1,426,408	(N/R)	(N/R)	(N/R)	(N/R)
Baltimore	497	21	5	248,968	(N/R)	(N/R)	(N/R)	(N/R)
Baton Rouge	367	21	2	262,347	153	7	9	61,000
Birmingham	109	5	2	6,685	(N/R)	(N/R)	(N/R)	(N/R)
Boston	6,542	638	(N/R)	8,446,029	(N/R)	(N/R)	(N/R)	(N/R)
Chicago	33,467	674	13	13,286,459	(N/R)	(N/R)	(N/R)	(N/R)
Cincinnati	2,100	95	7	20,000	41	2	1	40,000
Cleveland	1,827	113	3	2,298,267	589	11	18	289,471
Columbus	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Corpus Christi	2,238	64	6	38,450	(N/R)	(N/R)	(N/R)	(N/R)
Dallas	5,050	250	10	1,900,000	1,255	70	12	958,040
Dayton	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Detroit	5,576	226	2-9	1,292,262	1,150	32	33	594,184
El Paso	11,164	559	12	235,562+	-0-	-0-	-0-	-0-
Fort Wayne	62	16	2	259,696	208	11	8	194,175
Houston	14,032	(N/R)	12	2,441,589	(N/R)	(N/R)	(N/R)	(N/R)
Indianapolis	210	34	5	252,144	-0-	-0-	-0-	-0-
Jacksonville	248	37	5	431,000	1,360	59	3	2,692,800
Kansas City	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Long Beach	3,625	150	5	4,200,000	400	15	35	494,000
Louisville	315	21	5	280,000	N/A	N/A	N/A	N/A

Miami	3,278	560	N/A	10,941,823	Included in Adult Programs			
Milwaukee	2,366	153	8	2,706,248	900	41.5	5	893,125
Mobile	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
New Orleans	390	15	13	190,764	(N/R)	(N/R)	(N/R)	(N/R)
Norfolk	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Oakland	5,540	124	7	1,189,366	770	50	15	810,209
Oklahoma City	1,119	69	8	672,048	345	34	38	178,054
Philadelphia	7,590	178	3	3,285,641	180	10	1	171,700
Phoenix (Roosevelt)	761	(N/R)	7	276,435	(N/R)	(N/R)	(N/R)	(N/R)
Phoenix (Union High)	(N/R)	10	12	140,084	624	55	34	1,705,244
Pittsburgh	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Portland	2,600	172	7	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Richmond	80	8	3	25,000	120	20	9	92,000
St. Louis	50+	4	(N/R)	68,000	(N/R)	(N/R)	(N/R)	(N/R)
San Antonio	6,715	83	9	1,445,352	526	19	4	300,000
San Diego	9,837	166	12	2,565,453	1,160	70	32	2,964,536
Seattle	2,800	166	9	3,400,000	450	36	10-14	953,000
Tampa	2,958	198	7	2,638,095	N/A	N/A	N/A	N/A
Toledo	407	27	7-8	634,000	503	23	12	600,000
Tucson	3,220	115	1-11	700,000	65	5	16	Unavailable
Tulsa	508	9	4	185,000	230	19	4-11	500,000
Virginia Beach	(N/R)	(N/R)	(N/R)	(N/R)	550	52	4	Unavailable
Wichita	943	42	11	737,416	494	38	16	N/A

* Federally Funded Programs

	SPECIAL K-12 SCHOOLS ASSOCIATED WITH INDUSTRY, HOSPITALS, ETC.				ADULT EDUCATION PROGRAMS LEADING TO A HIGH SCHOOL DIPLOMA			
NAME OF CITY	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLARS BUDGETED	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLARS BUDGETED
Albuquerque	(N/R)	(N/R)	(N/R)	(N/R)	1,095	28	68	495,500
Atlanta	(N/R)	(N/R)	(N/R)	(N/R)	300	4	30	305,993
Austin	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Baltimore	112	30	3	762,894	5,613	233	143	1,692,676
Baton Rouge	631	4	2	51,191	3,080	8	15	450,000
Birmingham	-0-	-0-	-0-	-0-	3,211	28	30	132,957
Boston	(N/R)	(N/R)	(N/R)	(N/R)	1,450	29	75+	84,500
Chicago	503	17	20	330,000	700	30	16	1,073,000
Cincinnati	-0-	-0-	-0-	-0-	2,430	88	82	93,809
Cleveland	N/A	-0-	-0-	-0-	2,608	92	51	377,449
Columbus	-0-	-0-	-0-	-0-	1,075	43	56	125,806
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	181	5	8	79,160
Dallas	2,935	343	6	6,498,237	600	45	30	300,000
Dayton	(N/R)	(N/R)	(N/R)	(N/R)	400	(N/R)	30	50,000
Detroit	(N/R)	(N/R)	(N/R)	(N/R)	16,000	500	105	4,000,000
El Paso	-0-	-0-	-0-	-0-	N/A	40	30+	394,458
Fort Wayne	(N/R)	(N/R)	(N/R)	(N/R)	2,754	99	40	298,000
Houston	(N/R)	(N/R)	(N/R)	(N/R)	225	13	7	400,150
Indianapolis	511	89	20	2,126,302	19,205	760	52	2,197,886
Jacksonville	-0-	-0-	-0-	-0-	Operated by Junior Colleges			
Kansas City	Information Not Readily Available							
Long Beach	900	24	10	965,000	2,000	30	35	1,298,000
Louisville	50	5	6	102,222	9,922	152	19	694,000

Miami	-0-	-0-	-0-	-0-	21,750*	163**	N/A	13,235,099
Milwaukee	(N/R)	(N/R)	(N/R)	(N/R)	Responsibility of Milwaukee Technical College			
Mobile	(N/R)	(N/R)	(N/R)	(N/R)	1,782	28	11	118,750
New Orleans	495	24	29	697,555	3,498	107	38	433,000
Norfolk	(N/R)	(N/R)	(N/R)	(N/R)	1,715	(N/R)	(N/R)	(N/R)
Oakland	N/A	N/A	N/A	N/A	10,877	242	20	4,041,077
Oklahoma City	68	24	4	311,662	1,098	96	33	146,131
Philadelphia	250	3	1	98,113	9,500	266	50+	1,576,945
Phoenix (Roosevelt)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Phoenix (Union High)	N/A	N/A	N/A	N/A	723	11	16	61,511
Pittsburgh	(N/R)	(N/R)	(N/R)	(N/R)	2,001	7	10+	438,800
Portland	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Richmond	-0-	-0-	-0-	710,000	329	3	N/A	214,996
St. Louis	(N/A)	(N/A)	(N/A)	(N/A)	N/A	29	N/A	589,814
San Antonio	-0-	-0-	-0-	-0-	1,046	65	52	395,658
San Diego	1,180	40	11	2,759,000	766	119	6	282,046
Seattle	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Tampa	N/A	N/A	N/A	N/A	31,860	561	35	5,319,604
Toledo	493	32	14	142,836	928	26	34	82,649
Tucson	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Tulsa	-0-	-0-	-0-	-0-	1,476	45	50+	61,000
Virginia Beach	-0-	-0-	-0-	-0-	252	10	15	33,000
Wichita	-0-	-0-	-0-	-0-	3,315	18	18	67,248

* Full-time equivalent

** Programs utilize additional hourly instructors

	ADULT EDUCATION: POST-HIGH SCHOOL DEGREE PROGRAMS				ADULT EDUCATION: NON-DEGREE PROGRAMS FOR LEISURE, SELF-IMPROVEMENT, ETC.			
NAME OF CITY	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLARS BUDGETED	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLARS BUDGETED
Albuquerque	(N/R)	(N/R)	(N/R)	(N/R)	N/A	28	5	83,369*
Atlanta	N/A	N/A	20	2,000,000	500	5	20	268,656
Austin	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Baltimore	(N/R)	(N/R)	(N/R)	(N/R)	560	39	143	656,801
Baton Rouge	-0-	-0-	-0-	-0-	1,688	5	4	75,000
Birmingham	(N/R)	(N/R)	(N/R)	(N/R)	31,908	447	10	681,360
Boston	N/A	N/A	N/A	N/A	80	1	75+	2,700
Chicago	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Cincinnati	(N/R)	(N/R)	(N/R)	(N/R)	5,345	31	16	424,679
Cleveland	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Columbus	8,489	194	17	5,590,016	1,232	74	13	14,750
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	277	14	10+	30,568
Dallas	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dayton	281	16	21	355,000	(N/R)	(N/R)	(N/R)	(N/R)
Detroit	150	10	33	371,000	2,000	100	50	30,000
El Paso	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	23	12	483,470
Fort Wayne	2,200	100	35	270,000	194	14	25	8,000
Houston	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Indianapolis	-0-	-0-	-0-	-0-	1,978	131	52	85,415
Jacksonville	Operated by Junior Colleges				533,580	55	10	1,676,758
Kansas City	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Long Beach	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Louisville	N/A	N/A	N/A	N/A	7,000	355	15	520,110
Miami	-0-	-0-	-0-	-0-	384,063	90	N/A	3,040,744

Milwaukee	Responsibility of Milwaukee Area Technical College				8,000	187	71	120,000
Mobile	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
New Orleans	576	128	13	89,060	1,997	164	13	113,160
Norfolk	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Oakland	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Oklahoma City	(N/R)	(N/R)	(N/R)	(N/R)	2,500	N/A	2	19,500
Philadelphia	2,298	38	20	907,000	Included in "Adult Education Leading to a Diploma"			
Phoenix (Roosevelt)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Phoenix (Union High)	-0-	-0-	-0-	-0-	3,063	161**	4 months-16 years	481,706
Pittsburgh	2,095	51	10+	3,351,332	1,091	32	10+	138,948
Portland	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Richmond	-0-	-0-	-0-	—	3,553	106	N/A	N/A
St. Louis	N/A	N/A	N/A	N/A	12,000	17	N/A	1,766,035
San Antonio	53	9	25	277,625	3,500	38	4	360,000
San Diego	-0-	-0-	-0-	-0-	790	73	12	75,995
Seattle	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Tampa	N/A	—	—	—	12,131	156	6	1,766,035
Toledo	210	27	34	427,112	1,242	27	34+	234,811
Tucson	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Tulsa	-0-	-0-	-0-	-0-	2,100	70	16	115,000
Virginia Beach	-0-	-0-	-0-	-0-	2,629	28	10	72,000
Wichita	-0-	-0-	-0-	-0-	8,238	178	78	423,152

* Federally Funded Programs

** 25 Full-Time, 43 part-time and 93 volunteers

NAME OF CITY	CAREER EDUCATION PROGRAMS				MULTI-CULTURAL EDUCATION AND ETHNIC HERITAGE PROGRAMS			
	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLARS BUDGETED	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLARS BUDGETED
Albuquerque	767	50	7	108,606	(N/R)	(N/R)	(N/R)	(N/R)
Atlanta	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Austin	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Baltimore	N/A	N/A	6	N/A	123,376	3,879	5	N/A
Baton Rouge	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Birmingham	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Boston	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Chicago	(N/R)	(N/R)	(N/R)	(N/R)	926	17	14	166,784
Cincinnati	10,000	200	10	225,000	-0-	-0-	-0-	-0-
Cleveland	39,772	9	10	402,695	N/A	N/A	N/A	N/A
Columbus	10,903	3	7	110,000	Program Offered In General Curriculum			
Corpus Christi	N/A	5	8	75,300	(N/R)	(N/R)	(N/R)	(N/R)
Dallas	Same As Vocational Education Program			All	N/A	4	6	147,904
Dayton	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Detroit	215,000	1	3	134,020	150	1	3	45,659
El Paso	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Fort Wayne	5,000	Regular	5	10,000	(N/R)	(N/R)	(N/R)	(N/R)
Houston	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Indianapolis	620	10	4	202,827	25	1	1	3,538
Jacksonville	N/A	5	8	46,439	-0-	-0-	-0-	-0-
Kansas City	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Long Beach	3,000	10	N/A	250,000	15,800	10	5	500,000
Louisville	Included in K-12 program	N/A	6	38,244	None in Separate Courses	1	6	30,000

Miami	Included In Regular Instructional Programs				Some Elements Included In Bilingual Ed. Programs			
Milwaukee	3,808	Records Not Separated from Regular Courses		N/A	(N/R)	(N/R)	(N/R)	(N/R)
Mobile	(N/R)	(N/R)	(N/R)	(N/R)	-0-	-0-	-0-	-0-
New Orleans	10,000	10	7	279,220	54	N/A	3	66,000
Norfolk	61	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Oakland	Same As Vocational Ed. Program				11,450	2	2	46,145
Oklahoma City	(N/R)	(N/R)	(N/R)	(N/R)	1,311	37	8	315,710
Philadelphia	Same As Vocational Ed. Program				--	--	--	--
Phoenix (Roosevelt)	N/A	2	N/A	73,591	N/A	4	N/A	N/A
Phoenix (Union High)	80,000	23	6	316,949	2,100	2	1	47,075
Pittsburgh	Teacher In-service	-0-	2	16,849	Non-Curriculum Dev.	-0-	1	35,000
Portland	52,340	2,709	11	108,500	(N/R)	(N/R)	(N/R)	(N/R)
Richmond	-0-	-0-	-0-	-0-	512	6	34	--
St. Louis	1,000	2	(N/R)	25,077	4,000	3	2	95,696
San Antonio	-0-	-0-	-0-	-0-	120	2	10	800
San Diego	61,000	25	10	400,000	110,731	(N/R)	13	976,000
Seattle	Part of Regular Curriculum				421	29	6	552,000
Tampa	12,500	2	10	587,382	(N/R)	(N/R)	(N/R)	(N/R)
Toledo	20,287	6	N/A	218,790	25,300	3	11	65,000
Tucson	Open To All Students	10 FTE	11	125,000	N/A	9	N/A	N/A
Tulsa	1,000	12	10	500,000	-0-	-0-	-0-	-0-
Virginia Beach	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Wichita	Part of Regular Curriculum		10	N/A	-0-	-0-	-0-	-0-

* Career Education Programs are carried out through the regular classrooms by regular teachers. Therefore, all teachers are career education teachers and all pupils receive career education programs.

VOCATIONAL EDUCATION PROGRAMS

NAME OF CITY	NUMBER ENROLLED	NUMBER OF STAFF	NUMBER OF YEARS OFFERED	DOLLAR AMOUNT BUDGETED
Albuquerque	6,201	109	N/A	2,936,000
Atlanta	N/A	N/A	30	2,346,200
Austin	17,164	295	40	747,406
Baltimore	24,905	488	Continuous	13,112,974
Baton Rouge	564	8	1	244,100
Birmingham	900	44	15+	79,141
Boston	3,496	212	N/A	4,089,632
Chicago	105,769	1,540	50	57,181,791
Cincinnati	3,750	275	30	5,000,000
Cleveland	4,146	9	17	6,589,106
Columbus	5,417	301	9	8,899,221
Corpus Christi	5,718	125	30+	1,452,983
Dallas	35,000	460	45	20,000,000
Dayton	(N/R)	(N/R)	(N/R)	(N/R)
Detroit	21,100	330	20	7,861,000
El Paso	4,961	140	40+	437,049
Fort Wayne	1,300	42	16	1,500,000
Houston	77,061	897	50+	25,600,000
Indianapolis	3,798	101	3	2,372,879
Jacksonville	25,698	188	64	4,183,741
Kansas City	N/A	N/A	N/A	N/A
Long Beach	11,000	N/A	N/A	2,975,000
Louisville	19,877	430	18	824,451
Miami	203,286	1,713	N/A	57,752,908

Milwaukee	14,156	350	Many Years	N/A
Mobile	(N/R)	(N/R)	(N/R)	(N/R)
New Orleans	17,104	292	35	1,239,238
Norfolk	6,946	(N/R)	(N/R)	(N/R)
Oakland	4,278	132	16	648,216
Oklahoma City	(N/R)	(N/R)	(N/R)	(N/R)
Philadelphia	18,600	1,432	50+	47,331,974
Phoenix (Roosevelt)	(N/R)	(N/R)	(N/R)	(N/R)
Phoenix (Union High)	960	14	47	2,438,021
Pittsburgh	6,925	214	10+	11,167,275
Portland	4,000	120	65	3,298,312
Richmond	10,340	146	Always	N/A
St. Louis	2,641	172	(N/R)	2,393,097
San Antonio	8,237	174	64	6,043,151
San Diego	22,000	350	20+	5,250,000
Seattle	N/A	70	14	3,300,000
Tampa	39,461	960	65	24,148,199
Toledo	6,556	234	43	7,140,099
Tucson	6,020	135	8	2,000,000
Tulsa	1,171	39	49	1,250,000
Virginia Beach	18,077	230	N/A	6,500,000
Wichita	3,367	130	16	5,756,600

PROGRAMS DEPENDENT UPON OUTSIDE FUNDS FOR SUPPORT

NAME OF CITY	RESPONSE	KINDS OF PROJECTS
Albuquerque	Yes	Bilingual, Continuation School (K-12) for Dropouts, etc. Adult Education (CETA) and others
Atlanta	No	
Baltimore	Yes	Adult Basic Education HS Diploma Program, CETA, ESEA, Title VII-Bilingual Education Program
Baton Rouge	Yes	ESEA Title I, Migrant Education, Alternative Vocational Programming for Handicapped Students, Employment Opportunity Pilot Program (EOPP)
Birmingham	Yes	Community School Programs, English as a Second Language (Indo-Chinese Refugee Project)
Chicago	Yes	Sunday Pre-kindergarten Program, Head Start, Bilingual Staff Career Development, Adult Basic Education, Vocational Education (partly), Driver Education (partly)
Cincinnati	Yes	Career Education, Vocational Education Disadvantaged and Handicapped
Cleveland	Yes	Pre-kindergarten, Bilingual, Adult Education (HS diploma), Vocational Education, Title I, Follow-Through, CETA, Education of Handicapped, Education Professions Development, ESAA, Indian Education, Indo-Chinese Assistance
Columbus	Yes	CETA, ABE, Handicapped, Multi-Occupational, Clerical Training, EOPP, STIPP, Family Life Program, Apprenticeship Programs
Corpus Christi	Yes	Adult Education
Dallas	Yes	Special Career Educational
Dayton	Yes	All but School of Practical Nursing
El Paso	No	
Houston	No	
Indianapolis	Yes	Bilingual Education, Career Education and Multi-Cultural Education (Indian Education)
Jacksonville	Yes	Head Start, Bilingual Education

Kansas City	Yes	(N/R)
Long Beach	Yes	Adult Education, Head Start, Bilingual Educational, Vocational Education
Louisville	No	
Miami	No	
Milwaukee	Yes	Magnet School, ESEA Title I, Head Start, Bilingual Education, Vocational Education
New Orleans	Yes	Bilingual Education, Special Schools, Adult Education, Career Education, Multi-Cultural and Vocational Education
Norfolk	No	
Oakland	Yes	Various: 126 Programs & Projects Other Than Regular State Funded District Educational Programs
Oklahoma City	Yes	All
Philadelphia	Yes	All Draw Support From Federal grants (in addition to support from the general fund)
Phoenix (Roosevelt)	Yes	Head Start
Phoenix (Union High)	Yes	Vocational Education, Career Education, Ethnic Heritage, Adult Education, Alternate Schools, Bilingual Education
Pittsburgh	Yes	Career Education, Multi-Cultural Education
Portland	No	
Richmond	Yes	Federal State Tuition - All
St. Louis	No	
San Antonio	Yes	Project Enable, Core Curriculum, Proyecto Secundario-Title VII Bilingual
San Diego	Yes	Pre-Kindergarten, Career and Vocational Education, Multi-Cultural Education
Seattle	No	
Tampa	Yes	Pre-Kindergarten, Head Start, Bilingual Adult Education, Career Ed-Student Development Services, CEIA, CETA, VEA
Toledo	No	
Tucson	Yes	CETA sponsored Summer Youth Employment Program, Lau Project, Indo-Chinese Refugee Program

NAME OF CITY	RESPONSE	KINDS OF PROJECTS
Tulsa	Yes	Adult Education, Career Education, Vocational Education Community Schools, Non-Career Education Projects, Women's Education Equity Act Program, DECIDE Project.
Virginia Beach	No	
Wichita	Yes	Pre-Kindergarten, Head Start, Bilingual Education, English as a Second Language.

NUMBER OF STAFF MEMBERS WITH CERTIFICATES

NAME OF CITY	NUMBER OF INSTRUCTIONAL STAFF (1981-82)		NUMBER OF CENTRAL STAFF & BUILDING ADMINISTRATORS (1981-82)	
	FULL TIME	PART TIME	FULL TIME	PART TIME
Albuquerque	4,000	-0-	307	-0-
Atlanta	3,575	5,195*	372	-0-
Austin	3,702	233	320	-0-
Baltimore	488	-0-	36	-0-
Baton Rouge	3,911	-0-	254	-0-
Birmingham	2,654	-0-	147	-0-
Boston	4,300	2,200	(N/R)	(N/R)
Chicago	25,192	-0-	965	-0-
Cincinnati	2,728	96	539	34
Cleveland	5,459	42	384	1
Columbus	4,354	56	329	-0-
Corpus Christi	2,315	-0-	157	25
Dallas	7,302	34	938	-0-
Dayton	1,947	Included in full time figure	405	Included in full time figure
Detroit	10,376	(N/R)	1,660	(N/R)
El Paso	3,100	(N/R)	525	-0-
Fort Wayne	1,553	-0-	205	-0-
Houston	11,318	-0-	716	-0-
Indianapolis	2,916	64	490	2
Jacksonville	6,136	5	414	2
Kansas City	2,134	6	169	-0-
Long Beach	2,697	-0-	227	-0-
Louisville	9,876	-0-	949	-0-
Miami	12,579	4,527	715	-0-

	NUMBER OF INSTRUCTIONAL STAFF (1981-82)		NUMBER OF CENTRAL STAFF & BUILDING ADMINISTRATORS (1981-82)	
NAME OF CITY	FULL TIME	PART TIME	FULL TIME	PART TIME
Mobile	3,443	1	309	-0-
New Orleans	4,500	180	201	-0-
Norfolk	2,533	11	177	-0-
Oakland	3,273	263	96	1
Oklahoma City	2,238	-0-	184	-0-
Philadelphia	12,603	2,241	522	-0-
Phoenix (Roosevelt)	480	2	34	-0-
Phoenix (Union High)	1,214	39	79	3
Pittsburgh	2,956	6	259	-0-
Portland	2,731	300	177	-0-
Richmond	2,391	-0-	-0-	-0-
Saint Louis	4,000	-0-	500	-0-
San Diego	5,774	37	426	4
Seattle	2,598	132	206	5
Tampa	5,881	,092	658	-0-
Toledo	2,557	-0-	459	-0-
Tucson	2,788	-0-	178	-0-
Tulsa	2,920	-0-	306	-0-
Virginia Beach	3,000	31	203	-0-
Wichita	2,733	178	210	10

* Includes Substitute Teachers

ALTERNATIVE SCHOOLS

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Albuquerque	Career Enrichment Center	700-800	(N/R)	6
	Community School Program	65	(N/R)	9
	Alternative Program Mid-School	15	(N/R)	6
	Porvenir	24	(N/R)	6
	Evening School	800	(N/R)	68
	Freedom High School	200	(N/R)	11
	New Futures	210	(N/R)	11
	School on Wheels	150	(N/R)	11
Atlanta	Executive High School			
	Internship Programs	96	1	5
	Youth Challenge Program	104	1	5
	Downtown Learning Center	210	7	9
	Exploration Quarter	72	1	15
	Cities in Schools	513	12	6
	Arts/Humanities	4,000	1	15
Austin	Individualized Instruction	170	18	4
Baltimore	Francis Wood #178		(N/R)	
	Booker T. Washington #130		(N/R)	
	Walbrook Senior High #411	13,526	(N/R)	6
Baton Rouge	Academic Magnet High School	1,250	56	5
	2 Academic Magnet Middle Schools	1,500	74	3
Birmingham	Bush Middle Magnet School For Advanced English, Mathematics And Science	309	13	1

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Birmingham (con't)	Christian Alternative School Within A School For Academics	340	14	6
	Going Magnet School For Enrichment In Mathematics And Science	352	155	1
	Huffman Middle Magnet School For Advanced English, Mathematics And Science	440	21	1
	McElwain School For Academics And The Arts	327	16	1
	Princeton Alternative School For The Fundamentals	97	5	6
	Putnam Middle School For Academics And The Arts	340	11	1
	Wright Magnet School For Children's Literature And Written Composition	284	15	1
	Educational Program For The Individual Child (EPIC)	250	11	10
	Ensley High School For Medical Careers	994	44	1
	Huffman High School For Advanced Studies In Mathematics And The Sciences	1,330	59	1
	Woodlawn High School For Law and Government	1,009	41	1
	Ramsay Alternative High School For Gifted And Talented	626	34	6
Boston	Boston High	839	(N/R)	(N/R)
	Boston Latin Academy	1,219	(N/R)	(N/R)
	Boston Latin School	2,224	(N/R)	(N/R)

Boston (con't)	Boston Technical	1,412	(N/R)	(N/R)
	Copley Square	542	(N/R)	(N/R)
	English High	2,533	(N/R)	(N/R)
	Madison Park	2,784	(N/R)	(N/R)
	Umana Technical	1,105	(N/R)	(N/R)
	King Middle	588	(N/R)	(N/R)
	Mackey Middle	526	(N/R)	(N/R)
	Wheatley	362	(N/R)	(N/R)
	Carter Elementary	100	(N/R)	(N/R)
	J. Curley	324	(N/R)	(N/R)
	Guild	256	(N/R)	(N/R)
	Hale	214	(N/R)	(N/R)
	Haley	316	(N/R)	(N/R)
	Hennigan	536	(N/R)	(N/R)
	Hernandez	215	(N/R)	(N/R)
	Jackson-Mann	711	(N/R)	(N/R)
	McKay	603	(N/R)	(N/R)
	McKinley	73	(N/R)	(N/R)
	Ohrenberger	533	(N/R)	(N/R)
	Tileston	60	(N/R)	(N/R)
	Trotter	637	(N/R)	(N/R)
Chicago	Options For Knowledge: Academic Magnet Centers Accelerated Academic High Schools Career Programs Language Centers Performing And Creative Arts Centers Basic Skills Centers	23,741	Regular Per Pupil Ratio	4

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Cincinnati	Applied Arts Academy	200	(N/R)	5
	Elementary College Preparatory	817	(N/R)	7
	Elementary Individually Guided Education	2,514	(N/R)	10
	Elementary Math & Science Academy	53	(N/R)	5
	French Bilingual	528	(N/R)	7
	Fundamental Academy	835	(N/R)	7
	German Bilingual	466	(N/R)	8
	Individual Progress And Social Impact Program (I.P.S.I.P.)	275	(N/R)	12
	Montessori	588	(N/R)	8
	Multi-Age, Non Grades	910	(N/R)	7
	Cincinnati Academy Physical Education	926	(N/R)	5
	Spanish Bilingual	953	(N/R)	7
	School For Creative And Peforming Arts (SCPA)	1,096	(N/R)	9
	Cincinnati Academy Of Math And Science (CAMAS)	442	(N/R)	7
	City-Wide Learning Community	109	(N/R)	11
	The International Studies Academy	227	(N/R)	2
	Junior High College Readings	504	(N/R)	7
	Middle School Individually Guided Education Program	373	(N/R)	6
	Chase Intermediate Demonstration School	921	(N/R)	1
	Reading/Language Arts Demonstration Center	596	(N/R)	1

Cleveland	Aviation High	356	20	7
	Cleveland School Of Arts	176	14	1
	Cleveland School Of Science	138	7	1
	Health Careers	187	21	1
	Jane Adams Business Careers Center	560	51	2
	Max S. Hayes	464	62	24
	Hicks Montessori	412	17	1
	Fundamental Center	492	30	3
	Lafayette Contemporary Academy	517	27	1
Columbus	Franklin Success Impact Middle School	740	45	5
	Columbus Alternative H.S.	417	26	2
	Douglas	379	14	5
	Linden Park I.G.E.	416	15	6
	Indianola Informal	405	16	6
	Oakland Park Traditional	394	13	5
Corpus Christi	Athena Program/Gifted & Talented	930	43	5
	Chula Vista Fine Arts Academy	487	27	5
	Alternative Education Center	279	29	9
Dallas	Multiple Careers Magnet	102	7	6
	Arts Magnet	545	74	6
	Business And Management Center	1,116	89	6
	Human Services Center	94	10	6
	High School For Health Professions	690	58	6
	Transporation Institute	302	32	6
	Government & Law Magnet	186	20	6
Dayton	Alternative Learning Center South	248	17	9
	Alternative Learning Center West	218	18	5

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Dayton (con't)	Alternative Learning Center Intermediate	89	12	6
	Job Training Center	109	11	8
	Hawthorne Center	85	13	8
Detroit	Community High School	369	Daily 4	6 Saturday 9
	Continuing Ed. For Girls	285	10	17
	Indian Education	421	5	9
	Golightly Ed. Center	250	12	7
	Burton International School	512	29	5
	Cass Tech. High School	3,299	177	50
	Renaissance High School	753	46	5
	Davis Vocational (Aero)	173	16	30
	Region Magnet/Open Schools:			
	(1) Pelham	763	40	10
	(2) Clippert	535	37	10
	(3) Ann Arbor Trail	551	28	10
	(4) Region Four Open	133	7	10
	(5) Region Five Open	629	36	10
	(6) Law	502	25	10
	(7) D. Fisher	413	20	10
	(8) Young	530	28	10
	DPS Gifted/Talented	300	15	2
Fort Wayne	Opportunity School (Middle)	43	2	7
	6 High School - Opportunity Rms.	78	2	1
	Regional Vocational School	980	30	11

Houston	The Arts[1]			
	Math And Science[2]			
	Foreign Language And Culture[3]			
	Vanguard[4]			
	Fundamental Education[5]			
	Media[6]			
	Career Exploration[7]			
	College Preparation[8]			
	Physical Development[9]			
	Ecology/Outdoor Education[10]			
	Extended Day[11]			
	Montessori[12]			
	Flexible Learning Community[13]			
	Vocational Education[14]			
	Law Enforcement & Criminal Justice[15]			
	(Total For All Magnet School Programs)	20,014	1,345	6

[1] Music, dance, drama, art, and literature

[2] Math, health sciences, physical sciences, and engineering

[3] Spanish, Russian, Latin, Hebrew, German, French, Mandarin and Cantonese Chinese

[4] Special advanced program for gifted, creative, and achievement-oriented students

[5] Basics for college-bound or career students with emphasis on practicality

[6] Broadcast and print technology, writing, and on-air training for future broadcasters

[7] Learning outside the classroom through internships

[8] Designed to strengthen learning skills for college success

[9] Gymnastics, dance, lifetime sports and athletics

[10] Environmental studies in a natural setting

[11] After school courses in science, fine arts, dance, and more for children of working parents

[12] Social, emotional, and motor development under Montessori guidelines

[13] Individualized instruction and counseling in a success-oriented atmosphere

[14] Emphasis on employment skills

[15] Legal/paralegal careers, human services, and law enforcement

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Indianapolis	Basics Option	372	14	3
	Continuous Option	188	6	3
	Open Concept Option	153	6	3
	Montessori	318	13	3
	Developmental Option	122	5	3
	Health Profession Magnet	398	12	3
	Performing Arts Magnet	185	16	3
	Humanities Magnet	342	15	3
	Career Education Magnet	2,454	39	3
Jacksonville	Alternative School (Discipline)	240	10	8
	Young Parents (Pregnant Students)	92	10	10
	Youth Detention	161	13	10
Kansas City, MO	Lincoln Academy	(N/R)	(N/R)	(N/R)
	Fairview	(N/R)	(N/R)	(N/R)
	Teenage Parent Center	(N/R)	(N/R)	(N/R)
Long Beach	Independent Study	600	2	4
	Magnet Programs	4,200	200	2
Louisville	Project Way Out	171	17	8
	Teenage Parent Program	110	10	12
	Traditional	4,200	167	6
	Youth Performing Arts	400	11	4
	Brown School	523	28	10

Miami	Cope North	97	11	13
	Jan Mann	259	22	12
	MacArthur North	393	26	17
	J.R.E. Lee	169	18	10
	Cope South	73	8	9
	MacArthur South	209	21	7
Milwaukee	Multi-Language			
	Gifted And Talented			
	Continuous Progress Program			
	Multi-Unit/Individually Guided Education			
	Teacher-Pupil Learning Center			
	Bilingual Developmental Center			
	Creative Arts			
	Montessori			
	Open Education			
	Environmental Studies			
	Developmental High School			
	Applied Technology			
	School For The College Bound			
	Vocational-Technical School			
	Community Human Services			
	Finance And Small Business			
	Law, Law Enforcement, & Protective Services			
	Agribusiness And Natural Resources			
	International Studies			
	Computer Data Processing			
	Medical, Dental And Health			
	Marketing And Word Processing			
	Communications And Media			

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Milwaukee (con'td)	Transportation			
	Tourism, Food Service, And Recreation			
	Visual And Performing Arts			
	Energy And Environment			
	(Totals for all programs)	14,561	(N/R)	(N/R)
New Orleans	Allen Academy: Fundamental Education	508	25	6
	Dibert Elementary: Language Arts & Mathematics	384	18	5
	Easton Senior High School: College Prep., Vocational & Business Education	1,236	68	5
	Franklin Senior High: College Prep., Humanities & The Sciences	691	36	25
	Gregory Junior High School: Exploratory Learning	1,084	62	8
	Kennedy Senior High School: College Prep. With Expanded Academic Components	1,208	66	5
	McDonogh #15 Elementary School: Open Classroom	478	18	11
	McDonogh #35 Senior High School: College Prep. - Career Counseling Pro.	1,425	73	25
	McDonogh #19 Elementary School Fundamental-Basic Academic & Social Skills	442	23	35
	McMain Magnet Secondary School: College Prep.-"Spectrum"	467	55	8
	New Orleans Center For Creative			

New Orleans (cont'd)	Arts	114	13	8
	Rabouin Vocational School	645	34	45
Norfolk	Coronado School	91	12	1
	Career Academy (Ballentine School)	61	7	3
	Madison Secondary School	239	16	4
Oakland	Dewey Continuation High			
	Grant Contination High	445	19	18
	Far West High, Career Education	105	5	7
	Necessary Small High Schools:			
	Lockwood	83	3	1
	Woodland	82	3	1
	Clawson	89	3	1
Oklahoma City	Cleveland Innovative High School	168	12	5
	Emerson Alternative Education Center	345	16	38
Philadelphia	Alternative Programs	3,000	103	9
	Motivation Program	3,000	40	8
	Achievement For Indiv. Devel.	1,000	15	8
	Desegregation Programs (Magnet Programs)	1,137	116	3
Phoenix (Roosevelt)	(N/R)			
Phoenix (Union High)	Extended School Operation	202	5	3
	Bostrom Alternative Center	225	16	6
	Cyesis Center	105	8	15
Pittsburgh	Letsche Alternative School	174	13	7

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Portland	Vocational Village	180	19	13
	Metropolitan Learning Center	367	27	
	Evening High School	362		
Richmond	Cary & Bellevue - Open Elementary	875	45	22
	Park School - Pregnant Teenagers	91	11	12
	Open High - Experimental Learning	152	10	10
	Richmond Community High - Academic	105		5
	Gifted-Economically Disadvantaged	(N/R)	(N/R)	(N/R)
	Career Exploratory Mid.-Job Related	199	19	3
	Franklin Military - Public Military	153	17	2
St. Louis	Classical Academic (Enright)	441	(N/R)	(N/R)
	Montessori (Euclid)	188	(N/R)	(N/R)
	Academic & Athletic Academic (Hamilton)	147	(N/R)	(N/R)
	Health Careers Center	94	(N/R)	(N/R)
	Academy Of Basic Instruction			
	Mallinckrodt Building	320	(N/R)	(N/R)
	Children's Study School	32	(N/R)	(N/R)
	Computer Managed Learning (P.L.A.N.*)	413	(N/R)	(N/R)
	Foreign Language Experience School	27	(N/R)	(N/R)
	Gallaudet School For The Deaf	94	(N/R)	(N/R)
	Griscom School Juvenile Detention Center	273	(N/R)	(N/R)
	Individually Guided Education	407	(N/R)	(N/R)
	Michael School For The Handicapped	126	(N/R)	(N/R)

*Programmed Learning In Accordance With Individual Needs.

St. Louis (cont'd)	Missouri Hills School (Minimum Security) Institution For Male Students Assigned By Juvenile Courts)	58	(N/R)	(N/R)
	Visual And Performing Arts Center	508	(N/R)	(N/R)
	Academy Of Mathematics & Science	237	(N/R)	(N/R)
	Business And Office High School	217	(N/R)	(N/R)
	Continued Education Project (For Pregnant School Age Girls)	216	(N/R)	(N/R)
	Metro High School (College Prep.)	139	(N/R)	(N/R)
	Pruitt Alternative School (Special Education)	390	(N/R)	(N/R)
	Action Learning & Career Exploration School	348	(N/R)	(N/R)
	Visual & Performing Arts High School	525	(N/R)	(N/R)
	Investigative Learning Center	435	(N/R)	NA
San Diego	Muir Alternative School (Open Education)	300	16	8
Seattle	"The 1980-81 Seattle Plan"	17,000	274	Number Varies With Program
Tucson	Extended Day	75	7	10
	Special Projects High School	237	12	6
	Project More	190	9	9
	Accommodations School	40	3	11
	Alternative #2	39	1	(N/R)
	Transition	65	1	(N/R)
	Junior High Accommodation	5	1	3
	Teenage Parent	150	6	15

NAME OF CITY	NAME OF ALTERNATIVE AND BRIEF DESCRIPTION	NUMBER OF PUPILS ENROLLED (1980-81)	NUMBER OF INSTRUCTIONAL STAFF ASSIGNED	NUMBER OF CONSECUTIVE YEARS IN OPERATION
Tulsa	Magnet Schools:			
	Washington High School	1,255	84	9
	Carver Middle School	528	34	9
	Emerson Elementary	689	41	6
	Burroughs Elementary	454	29	11
	Frost, Whitman, Hawthorne And Roosevelt Elementary Schools	1,744	107	2
Virginia Beach	Career Development Center	550	54	2
Wichita	Wichita High School Metro (2 Locations)	413	29	16
	Alcott Alternative Learning Center	81	9	1
	Horace Mann Alternative Middle School	385	32	4
	Earhart Environmental Complex	161	13	4
	Emerson Open Alternative School	147	11	6
	Isely Elementary School	235	16	8
	Kellogg Traditional Alternative School	331	19	5

The School Board

NUMBER OF BOARD MEMBERS AND METHOD OF SELECTION

NAME OF CITY	NUMBER OF SCHOOL BOARD MEMBERS	Are Members of the board: ELECTED	APPOINTED	If elected, are the ballots: PARTISAN	NONPARTISAN	If elected, are the seats: AT LARGE	FROM WARD OR DISTRICT	APPOINTED BY
Albuquerque	7	X			X	X		
Atlanta	9	X			X	X	X	
Austin	7	X			X	X		
Baltimore	9		X					Mayor
Baton Rouge	14	X			X		X	
Birmingham	5		X					City Council
Boston	5	X			X	X		
Chicago	11		X					Mayor
Cincinnati	7	X			X	X		
Cleveland	7	X			X	X		
Columbus	7	X			X	X		
Corpus Christi	7	X			X	4	3	
Dallas	9	X			X		X	
Dayton	7	X			X	X		
Detroit	13	X			X	X	X	
El Paso	7	X			X	X		
Fort Wayne	7		X					Mayor (5), Township Advisory Boards (2)
Houston	9	X			X		X	
Indianapolis	7	X			X	2	5	
Jacksonville	7	X			X		X	
Kansas City	9	X			X	3	6	
Long Beach	5	X			X	X		
Louisville	7	X			X		X	

Miami	7	X		X		2	5	
Milwaukee	12	X			X	8	4	
Mobile	6	X			X			
New Orleans	5	X			X	X		
Norfolk	7		X					City Council
Oakland	7	X			X		X	
Oklahoma City	7	X			X		X	
Philadelphia	9		X					Mayor
Phoenix (Roosevelt)	5	X		X		X		
Phoenix (Union High)	5	X			X	X		
Pittsburgh	9	X		X			X	
Portland	7	X			X	X		
Richmond	7		X					City Council
St. Louis	12	X			X	X		
San Antonio	7	X			X	X		
San Diego	5	X			X			
Seattle	7	X			X	X	X	
Tampa	7	X			X	2	5	
Toledo	5	X			X	X		
Tucson	5	X			X	X		
Tulsa	7	X			X	Nominated by wards, but elected at large		
Virginia Beach	11	X					City Council	
Wichita	7	X			X	X		

TERMS OF SCHOOL BOARD MEMBERS
DECENTRALIZED SCHOOL BOARDS

NAME OF CITY	RUN CONCURRENTLY	STAGGERED STAGES	TERM (YEARS)	ARE THERE DECENTRALIZED SCHOOL BOARDS IN YOUR DISTRICT?
Albuquerque		X	5-6	NO
Atlanta	X		4	NO
Austin		X	4	NO
Baltimore		X	6	NO
Baton Rouge	X		4	NO
Birmingham		X	5	(N/R)
Boston	X		2	NO
Chicago		X	5	NO
Cincinnati		X	4	NO
Cleveland		X	4	NO
Columbus		X	4	NO
Corpus Christi		X	6	NO
Dallas		X	3	NO
Dayton		X	4	NO
Detroit		X	3	YES
El Paso		X	6	NO
Fort Wayne		X	4	NO
Houston		X	4	NO
Indianapolis		X	4	NO
Jacksonville		X	4	NO
Kansas City		X	4	NO
Long Beach		X	4	NO
Louisville		X	4	NO
Miami		X	4	NO
Milwaukee		X	4	NO

Mobile	X	6	NO
New Orleans	X	6	NO
Norfolk	X	2	NO
Oakland	X	4	NO
Oklahoma City	X	4	NO
Philadelphia	X	6	NO
Phoenix (Roosevelt)	X	4	NO
Phoenix (Union High)	X	4	NO
Pittsburgh	X	4	NO
Portland	X	4	NO
Richmond	X	3	NO
St. Louis	X	6	NO
San Antonio	X	6	NO
San Diego	X	4	NO
Seattle	X	4	NO
Tampa	X	4	NO
Toledo	X	4	NO
Tucson	X	4	NO
Tulsa	X	4	NO
Virginia Beach	X	3	NO
Wichita	X	4	NO

LEGAL QUALIFICATIONS FOR OFFICE OF SCHOOL BOARD MEMBER

NAME OF CITY	MINIMUM AGE REQUIREMENT (YEARS)	RESIDENCY REQUIREMENT	MUST BE ELIGIBLE VOTER	OTHER (Please Specify)
Albuquerque	18	X	X	Candidate must reside within the Albuquerque Municipal School District
Atlanta		X	X	
Austin	18	X	X	
Baltimore	18	X	X	
Baton Rouge	18	X		Able to read and write
Birmingham		X		No person who is in any way subject to the authority of the board shall be appointed to the board
Boston			X	
Chicago		X	X	U.S. Citizen
Cincinnati		X	X	
Cleveland	18	X	X	
Columbus	18	X	X	
Corpus Christi		X	X	
Dallas		X	X	
Dayton		X	X	
Detroit	18		X	
El Paso	18	X	X	
Fort Wayne		X		
Houston		X	X	U.S. Citizen
Indianapolis	18	X	X	
Jacksonville		X	X	
Kansas City		X	X	
Long Beach		X	X	
Louisville	24	X	X	Citizen Of Kentucky for at least 3 years; Completed 8th grade

Miami	18	X	X	
Milwaukee	18	X		
Mobile		X		
New Orleans		X	X	
Norfolk		X	X	
Oakland	18	X	X	
Oklahoma City		X	X	
Philadelphia		X	X	
Phoenix (Roosevelt)	21	X	X	
Phoenix (Union High)		X	X	
Pittsburgh	18	X	X	Person of good moral character
Portland		X	X	
Richmond			X	
St. Louis	24	X(3 yrs)		
San Antonio		X	X	
San Diego		X	X	
Seattle		X	X	U.S. Citizen
Tampa		X	X	
Toledo	18	X		Must not be serving in a public capacity incompatible with board service
Tucson		X	X	Petition
Tulsa	18	X	X	U.S. Citizen
Virginia Beach		X		
Wichita	18	X	X	By Petition (50 signatures or more by filing a Fee $5.00)

REIMBURSEMENT OR COMPENSATION TO SCHOOL BOARD MEMBERS

NAME OF CITY	SALARY OR HONORARIUM	PER	PER MEETING STIPEND	EXPENSES WHEN ATTENDING BOARD MEETING	EXPENSES WHEN ATTENDING TO SCHOOL DISTRICT BUSINESS	EXPENSES WHEN TRAVELING OUTSIDE DISTRICT	DAILY PER DIEM WHEN ATTENDING TO SCHOOL DISTRICT BUSINESS	DAILY PER DIEM WHEN TRAVELING OUTSIDE DISTRICT	OTHER	BOARD MEMBERS RECEIVE NO REIMBURSEMENT OR COMPENSATION
Albuquerque	(N/A)					X	X	X		
Atlanta	$5,200	Year								
Austin						X				
Baltimore			$5			X		$50-95		
Baton Rouge	$900*	Month				X			Limit 2 per month	
	$800**								$50 per committee	
Birmingham			$50			X				
Boston						X		X		
Chicago					X					
Cincinnati			$40		X					
Cleveland	$480	Year	$40		X	X	X	X	Reimbursement for expenses	
Columbus	$480	Year			X	X				
Corpus Christi					X	X				
Dallas					X	X				
Dayton	$40	Month			X	X				
Detroit			$30					$60		
El Paso						X		Actual Expenses		
Fort Wayne						X				
Houston						X				
Indianapolis	$1,000	Year	$74 regular $40 special		X	X				
Jacksonville	$400	Month			X	X				
Kansas City				X	X	X				

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Long Beach	$750	Month						Health, Vision & Dental Insurance- Self & Dependents		
Louisville			$40			X				
Miami				X	X	X		$21+travel & expenses	50	
Milwaukee	$400	Month							Auto Allowance	
Mobile			X							
New Orleans	$600* $550**									
Norfolk					X	X	X	X		
Oakland						X				
Oklahoma City			$25			X	X			
Philadelphia					X	X				
Phoenix (Roosevelt)				X	X	X	$25			
Phoenix (Union High)	$100	Month			X	X	$40	$40-65		
Pittsburgh						X		$30		
Portland					X	X				
Richmond	$3,000	Year				X				
St. Louis					X	X	$40 max.			
San Antonio						X		$40-50		
San Diego	$750	Month				X				
Seattle				X	X	X				
Tampa	$14,066	Year								
Toledo						X				
Tucson									The clerk may receive compensation	X
Tulsa			$25			X				
Virginia Beach	$50	Month			X	X				
Wichita						X				

* President
** Members

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RESOURCES AVAILABLE TO SCHOOL BOARD MEMBERS

NAME OF CITY	ARE STAFF RESOURCES AVAILABLE FOR THE USE OF INDIVIDUAL SCHOOL BOARD MEMBERS?	IF YES, IF YES, DOES THE STAFF WORK EXCLUSIVELY FOR THE BOARD?	IF YES, BRIEFLY DESCRIBE BY TITLE AND DUTIES THE STAFF AVAILABLE FOR BOARD MEMBER USE	IF YES, DOES THE BOARD STAFF RECEIVE ANY IN-SERVICE TRAINING? (BRIEFLY DESCRIBE)
Albuquerque	Yes	No	Board secretary only	School board related workshops
Atlanta	Yes	No		
Austin	Yes	Yes	One full-time secretary is assigned to the board exclusively for its work.	No
Baltimore	Yes	Yes	Executive Assistant to the board & one secretary	No
Baton Rouge	Yes	Yes	Assistant to the board and superintendent; two full-time secretaries.	Orientation in-service program
Birmingham	Yes	No	Executive secretary to superintendent assists the board members.	No
Boston	No			
Chicago	No			
Cincinnati	No			
Cleveland	Yes	Yes	1 Part-time (50%) staff assistant 1 Full-time clerk-secretary	No
Columbus	Yes	No		No
Corpus Christi	Yes	No		
Dallas	Yes	No		
Dayton	Yes	No		New Board Member Academy is sponsored by the Ohio School Boards Association
Detroit	Yes	No		No

El Paso	Yes	No		Meetings sponsored by Texas Association of School Administrators; Local "mini-clinic" (Monthly)
Fort Wayne	Yes	No		
Houston	Yes	Yes	Assoc. Supt. for Board Services; Assistant Director of Board Services; 8 secretaries	Board workshops
Indianapolis	Yes	No		
Jacksonville	Yes	No		
Kansas City	Yes	Yes		Yes
Long Beach	Yes	No	Assistant Secretary, Board of Education, Secretary	No
Louisville	Yes	No		District master plan for in-service education
Miami	Yes	Yes	1 Administrative Assistant for each member 2 Secretaries	No
Milwaukee	Yes	Yes	Board Staff Assistant	No
Mobile	Yes	No		No
New Orleans	Yes	Yes	Secretary to the Board	No
Norfolk	(N/R)			
Oakland	Yes	No		No
Oklahoma City	Yes	No	Board Clerk; secretary on request	
Philadelphia	Yes	Yes	Secretarial support is provided to all board members	No
Phoenix (Roosevelt)	Yes	No		
Phoenix (Union High)	Yes	No		
Pittsburgh	Yes	No		
Portland	Yes	Yes	Administrative Assistant & Administrative Secretary	No
Richmond	Yes	No		
St. Louis	Yes	Yes	Administrative Assistant	No
San Antonio	No			
San Diego	Yes	Yes	Clerical support; contract consultant	No
Seattle	Yes	No		

NAME OF CITY	ARE STAFF RESOURCES AVAILABLE FOR THE USE OF INDIVIDUAL SCHOOL BOARD MEMBERS?	IF YES, IS THE STAFF EXCLUSIVELY FOR THE BOARD MEMBER USE?	IF YES, BRIEFLY DESCRIBE BY TITLE AND DUTIES THE STAFF AVAILABLE FOR BOARD MEMBER USE	IF YES, DOES THE BOARD STAFF RECEIVE ANY IN-SERVICE TRAINING? (BRIEFLY DESCRIBE)
Tampa	Yes	No		
Toledo	Yes	No		No
Tucson	Yes	Yes	Coordinator of the Governing Board	
Tulsa	Yes	No		
Virginia Beach	Yes	No		No
Wichita	Yes	No		

SCHOOL BOARD MEETINGS

NAME OF CITY	ACCORDING TO LAW, HOW OFTEN IS YOUR SCHOOL BOARD REQUIRED TO MEET?	HOW OFTEN DOES THE BOARD ACTUALLY MEET?	DOES THE BOARD SOMETIME MEET IN EXECUTIVE SESSION?	IF YES, FOR WHAT PURPOSE?
Albuquerque	1/month	2/month scheduled plus additional if needed	Yes	Personnel sessions and negotiations
Atlanta	2/month	2/month	Yes	Personnel meeting
Austin	1/month	2/month	Yes	Those established by state law - real estate transactions personnel discussions, legal matters.
Baltimore	2/month	2/month	Yes	Personnel and budgeting matters
Baton Rouge	1/month	Every 2 weeks	Yes	Litigation and confidential personnel matters
Birmingham	Annually & according to its own bylaws.	2/month with special call meetings at times	Yes	When the good name of an employee is discussed, the board meets, discusses, but takes no action
Boston	No legal requirement	2/month	Yes	Conference with attorneys, personnel matters
Chicago	Calendar is set annually by the Board.	2/month (plus special mtgs. on-call)	Yes	Personnel and litigation
Cincinnati	Once every 2 months	2/month	Yes	Legal, personnel, or real estate matters
Cleveland	1/month	2/month	Yes	Personnel, property, and legal matters
Columbus	12 times per year	2/month	Yes	Legal matters, negotiations, personnel matters, purchase or sale of property, security arrangements
Corpus Christi	No legal requirement	2/month minimum	Yes	To confer with attorney, to discuss personnel matters and to discuss purchase of property
Dallas	2/month	35-40/year	Yes	Discuss contracts and personnel
Dayton	Once every 2 months	1/month (plus special meetings)	Yes	As limited by the Ohio Sunshine Law for: student expulsion hearings; purchase or sale of property; litigation and/or negotiations; personnel

NAME OF CITY	ACCORDING TO LAW, HOW OFTEN IS YOUR SCHOOL BOARD REQUIRED TO MEET?	HOW OFTEN DOES THE BOARD ACTUALLY MEET?	DOES THE BOARD SOMETIME MEET IN EXECUTIVE SESSION?	IF YES, FOR WHAT PURPOSE?
Detroit	2/month	2/month	No	
El Paso	1/month	As called	Yes	Personnel matters; pending litigation, with attorneys; pending real estate transactions, and complaints against school employees
Fort Wayne	1/month	2/month	Yes	Personnel, litigation, and salary matters
Houston	1/month	2-4/month	Yes	Personnel property matters, discussions with attorneys, discipline, and other items as prescribed by law
Indianapolis	1/month	2/month (except 12/1) many special meetings	Yes	Personnel matters, litigation, acquisition of property
Jacksonville	1/month	2/month (approx)	Yes	Negotiations, Personnel
Kansas City	(N/R)	Weekly	Yes	Real estate, personnel, legal issues
Long Beach	(N/R)	Weekly	Yes	Personnel, pupil personnel litigation, negotiation matters
Louisville	1/month	2/month	Yes	Personnel actions, negotiations, sale of property, litigation
Miami	1/month	2/month	Yes	Collective bargaining issue
Milwaukee	1/month	1/month (plus any special sessions)	Yes	Planning negotiations, law suit information
Mobile	2/month	As required, plus	Yes	Protect the good name of an individual(s)
New Orleans	2/month	2/month average	Yes	Personnel matters, litigation, collective bargaining
Norfolk	Board sets annually	(N/R)	Yes	To discuss such matters as are permissible under the "Virginia Freedom of Information Act"
Oakland	Weekly	Weekly	Yes	Personnel and negotiations
Oklahoma City	1/month	Weekly	Yes	Personnel, meeting with an attorney on pending investigation, student discipline hearing

Philadelphia	At least once every 2 months	At least 2/month for 10 months; 1/month 2 months	Yes	Any matters relating to school district business or functions
Phoenix (Roosevelt)	1/month	2/month	Yes	Legal and personal problems
Phoenix (Union High)	1/month	1-2/week	Yes	(NR)
Pittsburgh	Once every 2 months	1/month except Aug.	Yes	Personnel and legal matters
Portland	2/month	2/month	Yes	Personnel, property and legal matters
Richmond	Annually	2/month	Yes	Legal, personnel, student disciplinary matters
St. Louis	1/month except Aug.	1/month	Yes	Legal and personnel
San Antonio	Not specified	2/month	Yes	Personnel evaluation, real estate, legal suits
San Diego	Not specified	6-8/month	Yes	Appointment, employment, dismissal of public employees; pending litigation; to instruct negotiator
Seattle	1/month	2-3/month	Yes	Litigation-legal matters; property acquisition and disposition; personnel matters; negotiations matters
Tampa	1/month	3/month	Yes	To advise and give direction to its bargaining team
Toledo	1/month	1/month	Yes	Legal, confidential and personnel matters
Tucson	1/month	Varies	Yes	(N/R)
Tulsa	1/month	2/month	Yes	Personnel, negotiations and student suspensions
Virginia Beach	1/month	1/month	Yes	Personnel matters, acquisition of property
Wichita	1/month	2/month (at least)	Yes	Legal, personnel, confidential matters; acquisiton of property

USE OF STANDING AND AD HOC COMMITTEES

		STANDING COMMITTEES				AD HOC COMMITTEES
NAME OF CITY	DOES THE BOARD USE STANDING COMMITTEES?	COMMITTEE NAME	NUMBER OF MEETINGS PER YEAR	NUMBER OF COMMITTEE MEMBERS	DOES THE BOARD USE AD HOC COMMITTEES?	NAMES OF COMMITTEES FORMED ON THIS BASIS IN THE 1980-81 SCHOOL YEAR
Albuquerque	Yes	Finance	24	9	Yes	Boundary and School Closure
Atlanta	Yes	Legislative	8	3	No	
		Planning	12	3		
		Instruction	12	3		
		Personnel	12	3		
		Finance	12	3		
		Administration	12	3		
		Pension	4	2		
Austin	Yes	Budget and Finance	As called	No set number	Yes	None
		Personnel Advisory	As called	No set number		
		Program Evaluation Review	As called	No set number		
Baltimore	Yes	Personnel Credentials	28	6	Yes	None
		Budget and Finance	25	4		
		Curriculum	26	4		
		Intergovernmental Relations	15	3		
		Physical Plant	15	4		
		Planning	14	5		
		Rules	17	4		
		Student Affairs	12	3		
		Testing	17	3		
		Transportation	16	4		

Baton Rouge	Yes	Executive	26	4	Yes	Magnet School Committee
		Administrative Services	26	5		Desegregation Advisory Council
		Auxiliary Services	26	5		
		Instructional Services	26	5		
		Personnel Services	26	5		
		Pupil Services	26	6		
		Management & Planning	12	6		
Birmingham	Yes	Business & Finance	Varies	3	No	
		Personnel	Varies	3		
		Policy	Varies	3		
		Building & Grounds	Varies	3		
Boston	Yes	Special Education	8		No	
		Vocational Education	12			
		Parental Involvement	12			
		Kindergarten-Grade 8 Structure				
		Budget				
Chicago	Yes	Legislative	12	3	Yes	Ad Hoc Committee on Negotiations with Employee Groups
		Instruction	12	3		
		Audit & Finance	12	3		
		Real Estate	12	5		
		Management	12	4		
		Employee Relations	12	3		
Cincinnati	Yes	Program and Personnel	12	3	Yes	Long Range Planning
		Finance	12	3		Desegregation
		Facilities	12	3		
		Intergovernmental Affairs	6	3		

	STANDING COMMITTEES				AD HOC COMMITTEES	
NAME OF CITY	DOES THE BOARD USE STANDING COMMITTEES?	COMMITTEE NAME	NUMBER OF MEETINGS PER YEAR	NUMBER OF COMMITTEE MEMBERS	DOES THE BOARD USE AD HOC COMMITTEES?	NAMES OF COMMITTEES FORMED ON THIS BASIS IN THE 1980-81 SCHOOL YEAR
Cleveland	Yes	Business Affairs	24	3	Yes	Education Facilities Evaluation Committee
		Finance	24	3		
		Education	18	3		
		Recreation	12	3		
		Community Relations & Resources	12	3		
		Labor	12	3		
Columbus	Yes	Curriculum/Instruction	Variable	3	No	
		Finance, Business and Non-Instructional	Variable	3		
		Community Relations	Variable	3		
		Personnel	Variable	3		
		Students	Variable	3		
		Administration	Variable	3		
Corpus Christi	No				No	
Dallas	Yes	Program Evaluation	12	4	Yes	Lincoln Magnet (Magnet School Feasibility Study)
		Resources	12	4		
		Community Affairs	12	5		
		Personnel	12	4		

Dayton	No				Yes	Policy Manual
						Long Range Planning
						Board Goals and Objectives
						Committee to Appoint A Treasurer
Detroit	Yes	Personnel	12	13	(N/R)	
		Curriculum	12	15		
		Community Relations	12	13		
		Finance	12	16		
		Housing	12	14		
El Paso	No	Finance	12	2	Yes	School Names
Fort Wayne	No				No	
Houston	Yes	Audit	2		No	
Indianapolis	Yes	Policy	Very Few	3	Yes	School Violence Committee
		Bid	4-5/month	6		School Closing Committee
Jacksonville	Yes	Legislation	As Deemed Appropriate	1	Yes	Superintendent's Salary
		City Liaison		1		Superintendent's Benefits
		Professional Services		3		City Legislation
		Intangible Services		3		
Kansas City	Yes	Policy	12	4	Yes	Finance
		Legislation	12	4		
		Budget/Auditing	15	4		
		Evaluations	12	4		

	STANDING COMMITTEES				AD HOC COMMITTEES	
NAME OF CITY	DOES THE BOARD USE STANDING COMMITTEES?	COMMITTEE NAME	NUMBER OF MEETINGS PER YEAR	NUMBER OF COMMITTEE MEMBERS	DOES THE BOARD USE AD HOC COMMITTEES?	NAMES OF COMMITTEES FORMED ON THIS BASIS IN THE 1980-81 SCHOOL YEAR
Long Beach	Yes	Business	Every board meeting day	2	No	
		Curriculum & Regulations	Every board meeting day	2		
		Finance	Every board meeting day	2		
		Personnel	Every Board meeting day	2		
		Audit	As Needed	3		
Louisville	No				Yes	Task Force on Educational Funding Audit Committee
Miami	Yes	Athletic Advisory	As Needed	2	Yes	Exceptional Student Education
		Audit		1		
		Capital Outlay Finance		1		
		Exceptional Child		1		
		Self-Insurance		3		
Milwaukee	Yes	Instruction	12	4	Yes	Budget Labor Policy
		Personnel & Negotiations	12	4		
		Finance & Facilities	12	4		
		Legislation & Rules	3-5	4		

Milwaukee (cont'd)		Community & Advisory Relations	2 or 3	4		
Mobile	Yes	Lands	As Needed	2	Yes	
		Finance	As Needed	2		
		School and Community Relations	As Needed	2		
		Intergovernmental Relations	As Needed	2		
New Orleans	No				Yes	Sales Tax Election Committee
Norfolk	No				Yes	(N/R)
Oakland	Yes	Long Range Planning and Budget			Yes	Superintendent's Search
		Affirmative Action For Minority Vendors				
		Budget & Salaries				
		Curriculum				
Oklahoma City	Yes	Staff Development	10	51	Yes	(N/R)
		Vocational Educational Advisory	10	10		
		Human Relations Policy Implementation	10			
		Equal Employment Advisory	10	16		
Philadelphia	Yes	Legal	As Needed	4	Yes	Not Available
		Appeals (Grievances)	As Needed	9		
		Negotiations	As Needed	5		
		Personnel Policy	As Needed	9		
		Phila-Parochial Joint School Board	As Needed	3		

	STANDING COMMITTEES				AD HOC COMMITTEES	
NAME OF CITY	DOES THE BOARD USE STANDING COMMITTEES?	COMMITTEE NAME	NUMBER OF MEETINGS PER YEAR	NUMBER OF COMMITTEE MEMBERS	DOES THE BOARD USE AD HOC COMMITTEES?	NAMES OF COMMITTEES FORMED ON THIS BASIS IN THE 1980-81 SCHOOL YEAR
Philadelphia (cont'd)		Recreation Coordinating	As needed	2		
		Architects & Appraisers	As needed	2		
		Finance & Budget	As needed	2		
		Retirement for June Retirees	As needed	2		
		Tax Appeals	As needed	4		
		Insurance	As needed	2		
		School Naming	As Needed	2		
		TV Question	As needed	4		
Phoenix (Roosevelt)	No				Yes	New School Needs
Phoenix (Union)	Yes	District Citizens Advisory Council	9	46	Yes	Citizens Task Force For Integration
Pittsburgh	Yes	Business and Education	11	9	No	
Portland	Yes	Legislation & Communications	6	3	Yes	Interim Use Of Excess School Buildings
		Personnel	15	3		
		Building Use	6	2		
		Finance and Audit	6	3		

Richmond	No				Yes	Standards of Quality Planning Council Special Education Advisory Committee Richmond Technical Center General Advisory Committee General Vocational Advisory Council
Saint Louis	Yes	Management	10+	12	Yes	Nominating Committee Parent Advisory Congress Committee of the Whole
		Instruction	10	12		
		Government	10	12		
San Antonio	No				No	
San Diego	No				Yes	Site Plans Suggestion Awards Camp Programs Race/Human Relations
Seattle	Yes	Finance & Audit	As Needed	3	Yes	Superintendent Selection Affirmative Action In District Contracts
		Desegregation & Integration	As Needed	3		
		Curriculum, Instruction & Evaluation	As Needed	3		
		Facilities & Operations	As Needed	3		
		Policy & Procedures	As Needed	3		
		Legislative & Legal	As Needed	3		
Tampa	Yes	Bi-Racial Advisory	11	10	No	
		Citizen Advisory	10	31		
Toledo	Yes	Legislative Finance			Yes	Insurance

	STANDING COMMITTEES				AD HOC COMMITTEES	
NAME OF CITY	DOES THE BOARD USE STANDING COMMITTEES?	COMMITTEE NAME	NUMBER OF MEETINGS PER YEAR	NUMBER OF COMMITTEE MEMBERS	DOES THE BOARD USE AD HOC COMMITTEES?	NAMES OF COMMITTEES FORMED ON THIS BASIS IN THE 1980-81 SCHOOL YEAR
Toledo (cont'd)		Curriculum				
		Government & Community Coordination				
		Administration and Personnel				
		Pupil Transportation				
Tucson	No				Yes	Boundary
Tulsa	Yes	Business	As Needed	2	Yes	Area Planning Councils
		Personnel	As Needed	2		Evaluation and Planning
		Instruction	As Needed	2		
		Finance	As Needed	2		
Virginia Beach	Yes	Architectural Selection	As Needed	3	Yes	(N/R)
Wichita	No				Yes	Teacher Competency Testing Advisory Task Force For Program Accountability Health Insurance Study Committee

MEDIA COVERAGE AND PRESS CONFERENCES

NAME OF CITY	COMMERCIAL RADIO/TV	PUBLIC RADIO/TV	METROPOLITAN NEWSPAPERS	SPECIALTY NEWSPAPERS	OTHER	ARE PRESS CONFERENCES ROUTINELY HELD BY A SPOKESMAN FOR THE LOCAL SCHOOL BOARD?	TITLE OF SPOKESPERSON
	WHICH OF THE FOLLOWING MEDIA GROUPS ROUTINELY SEND REPRESENTATIVES TO BOARD MEETINGS?						
Albuquerque	X		X			No	As needed by public information officer
Atlanta		X	X	X		Yes	Superintendent
Austin	X	X	X			No	
Baltimore	X		X			Yes	Superintendent of Public Information
Baton Rouge	X	X	X	X	Cablevision	Yes	Asst. to Supt. for Community Relations
Birmingham	X		X	X		No	
Boston	X		X	X		No	
Chicago	X	X	X	X	Editors of Organizational	Yes	Superintendent & Board President (most frequently, depends on issue)
Cincinnati	X		X	X		No	
Cleveland	X	X	X	X	Office on School Monitoring All Board-Related Unions	No	
Columbus	X	X	X	X		Yes	Superintendent and a public information officer
Corpus Christi	X		X	X		No	
Dallas	X	X	X			No	
Dayton	X	X	X	X		No	
Detroit	X		X			No	
El Paso	X		X			No	

	WHICH OF THE FOLLOWING MEDIA GROUPS ROUTINELY SEND REPRESENTATIVES TO BOARD MEETINGS?						
NAME OF CITY	COMMERCIAL RADIO/TV	PUBLIC RADIO/TV	METROPOLITAN NEWSPAPERS	SPECIALTY NEWSPAPERS	OTHER	ARE PRESS CONFERENCES ROUTINELY HELD BY A SPOKESMAN FOR THE LOCAL SCHOOL BOARD?	TITLE OF SPOKESPERSON
Fort Wayne	X		X			No	
Houston	X		X			No	
Indianapolis	X		X			No	
Jacksonville	X	X	X			Yes	Chairman of the school board.
Kansas City	X	X	X	X		Yes	(NR)
Long Beach			X		Employee Organizations, PTA	No	
Louisville	X	X	X	X		Yes	Superintendent
Miami	X	X	X			Yes	Asst. Superintendent of Administrative Affairs
Milwaukee	X	X	X	X		No	
Mobile	X	X	X	X		No	
New Orleans			X			No	
Norfolk	X	X	X			Yes	Chairman
Oakland	X		X	X		No	
Oklahoma City	X		X			No	
Philadelphia	X	X	X			No	
Phoenix (Roosevelt)			X			No	
Phoenix (Union High)	X		X	X		No	
Pittsburgh	X		X	X		Yes	Superintendent of schools
Portland	X	X	X	X		No	

Richmond	X		X		No	
St. Louis	X		X	X	Yes	Superintendent, President of Board
San Antonio	X		X	X	No	
San Diego	X		X	X	No	
Seattle	X		X		Occasionally	Superintendent/Board President/Public Information Officer
Tampa	X		X	X	No	
Toledo	X	X	X		Yes	Director of Information Services
Tucson			X		No	
Tulsa	X		X		No	
Virginia Beach	X		X	X	No	
Wichita	X		X		No	

ASSESSMENT OF MEDIA REPORTING
AND COVERAGE OF BOARD MEETINGS

NAME OF CITY	Generally Objective			Generally Biased		Generally Positive			Generally Negative		Active Coverage			Little Coverage	
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
Albuquerque		X					X					X			
Atlanta			X					X					X		
Austin				X					X					X	
Baltimore		X					X					X			
Baton Rouge	X						X				X				
Birmingham		X				X						X			
Boston															
Chicago		X						X			X				
Cincinnati			X					X				X			
Cleveland					X					X	X				
Columbus		X					X				X				
Corpus Christi	X						X				X				
Dallas	Press X		Radio-TV X				Press X		Radio-TV X		Press X	Radio-TV X			
Dayton		X						X			X				
Detroit			X					X					X		
El Paso	X						X				X				
Fort Wayne			X				X					X			
Houston			X				X				X				
Indianapolis			X						X		X				
Jacksonville		X						X			X				
Kansas City			X					X					X		
Long Beach			X					X					X		
Louisville		X						X			X				
Miami			X					X				X			
Milwaukee			X					X			X				
Mobile			X					X			X				

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New Orleans          .........X............................................X......................................X
Norfolk              .........X..................................................X......................................X
Oakland              ..X.........................................................X............................................X
Oklahoma City        ..X............................................X............................................X
Philadelphia         .........X..................................................X.......................................X
Phoenix (Roosevelt)  .........X............................................X..................................................X
Phoenix (Union)      ...X............................................X............................................X
Pittsburgh           ...............X..................................................X..........................X
Portland             ...X........................................................X................................X
Richmond             ...............X......................................X......................................X
St. Louis            .........X............................................X..................................................X
San Antonio          .........X..................................................X............................................X
San Diego            .....................X..................................................X....................X
Seattle              ...............X............................................X................................X
Tampa                ...X........................................................X......................................X
Toledo               ...X............................................X............................................X
Tucson               .........X............................................X............................................X
Tulsa                .........X............................................X..................................................X
Virginia Beach       ...............X............................................X............................................X
Wichita              ...............X............................................X................................X
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CITIZEN PARTICIPATION IN SCHOOL BOARD MEETINGS

NAME OF CITY	DOES THE SCHOOL BOARD HAVE AN OFFICIAL POLICY OR SET OF RULES GOVERNING CITIZEN PARTICIPATION AT SCHOOL BOARD MEETINGS?	IF YES, IS ADVANCE NOTIFICATION REQUIRED?	WHEN CITIZENS PARTICIPATE IN BOARD MEETINGS, IS THERE A TIME LIMIT ON THEIR PRESENTATIONS?	IF YES, WHAT IS THE AMOUNT OF TIME ALLOWED?	WHEN CITIZENS PARTICIPATE IN BOARD MEETINGS, MUST THEIR PRESENTATIONS CONCERN AN AGENDA ITEM?	IF NO, PLEASE EXPLAIN ANY LIMITATIONS ON THE CONTENT OF CITIZEN PARTICIPATION
Albuquerque	Yes	No	Sometimes	3 minutes	Yes	However, citizens may speak to a non-agenda item at a public forum held immediately following each meeting, the board listens but makes no response.
Atlanta	Yes	Yes	Yes	5-10 minutes	Yes	
Austin	Yes	No	Yes	5 minutes	No	Open audiences at the beginning of each meeting may be on any topic. Audiences on an agenda item are allowed when the item is being considered.
Baltimore	Yes	Yes	Yes	5 minutes	No	None
Baton Rouge	Yes	No	Yes	5 minutes	Yes	
Birmingham	Yes	Yes	Yes	Reasonable, based on issue	No	School related
Boston	Yes	Yes	Yes	10 minutes	No	The policy is flexible.
Chicago	Yes	Yes	Yes	2 minutes	Yes	
Cincinnati	Yes	Yes	Yes	3 minutes	No	(N/R)
Cleveland	Yes	No	Yes	3 minutes	No	None
Columbus	Yes	Yes	Yes	5 minutes	No	Not permitted to mention individual employees by name.
Corpus Christi	Yes	No	Yes	5 minutes	No	Oral presentations may not include charges against any district employee.

Dallas	Yes	No	Yes	5 minutes	No	Must deal with administrative/ instructional problems and not deal in personalities.
Dayton	Yes	Yes	Yes	3 minutes	No	A citizen may address the board during the hearing of the public segment of the agenda by identifying himself/ herself and the topic to be discussed.
Detroit	Yes	Yes	Yes	2 minutes	Yes & No	Open Forum
El Paso	Yes	Yes	Yes	(N/R)	No	Not if they speak during "Open Forum" time; otherwise, yes
Fort Wayne	Yes	Yes	No		Yes	
Houston	Yes	Yes	Yes	5 minutes	No	Hearing of citizens is held once each month, during which citizens may speak on any issue concerning board policy except personnel.
Indianapolis	Yes	Yes	Yes	5 minutes	No	None
Jacksonville	Yes	Yes	Yes	5 minutes	No	Copies of prepared statements must be disseminated to board members.
Kansas City	Yes	Yes	Yes	3 minutes	No	(N/R)
Long Beach	Yes	Yes	Yes	(N/R)	No	Matters must be directly related to school district business items not on agenda can be heard but not discussed.
Louisville	Yes	Yes	Yes	5 minutes	No	Any matters other than personnel and pending.
Miami	Yes	Yes	Yes	5 minutes	No	(N/R)
Milwaukee	Yes	No	Yes	2-3 minutes	Yes	
Minneapolis						
Mobile	Yes	Yes	Yes	5 minutes	No	Procedure provides for approval by superintendent prior to meeting.
New Orleans	Yes	Yes	Yes	10 minutes	No	Prohibited from discussing personnel.

NAME OF CITY	DOES THE SCHOOL BOARD HAVE AN OFFICIAL POLICY OR SET OF RULES GOVERNING CITIZEN PARTICIPATION AT SCHOOL BOARD MEETINGS?	IF YES, IS ADVANCE NOTIFICATION REQUIRED?	WHEN CITIZENS PARTICIPATE IN BOARD MEETINGS, IS THERE A TIME LIMIT ON THEIR PRESENTATIONS?	IF YES, WHAT IS THE AMOUNT OF TIME ALLOWED?	WHEN CITIZENS PARTICIPATE IN BOARD MEETINGS, MUST THEIR PRESENTATIONS CONCERN AN AGENDA ITEM?	IF NO, PLEASE EXPLAIN ANY LIMITATIONS ON THE CONTENT OF CITIZEN PARTICIPATION
Norfolk	Yes	Yes	No		No	Persons wishing to address the Board should notify the superintendent's office 3 days in advance as to the subject to be discussed and the time required.
Oakland	Yes	Yes	Yes	5 minutes	Yes	
Oklahoma City	Yes	Yes	Yes	3 minutes	No	Shall make their request(s) to the clerk of the board any time up to the beginning of the "Hearing" portion of the meeting when they will be heard
Philadelphia	Yes	Yes	Yes	5 minutes	No	Must be related to school district business or functions
Phoenix (Roosevelt)	Yes	No	No		Yes	
Phoenix (Union High)	Yes	(N/R)	Yes	5 minutes	No	Citizens are allowed 5 minutes in which to present to the board any concern of a general nature; no complaints about school personnel are permitted.
Pittsburgh	Yes	Yes	Yes	5 minutes	No	There are two sections: (1) agenda; (2) non-agenda with no restrictions or comments.
Portland	Yes	No	No		No	None
Richmond	Yes	No	No		No	None

St. Louis	Yes	Yes	Yes	5 minutes	No	Sign in one-half hour before meeting; 5 minutes long; good taste and decorum.
San Antonio	Yes	Yes	Yes	5 minutes	No	Must be of an educational nature.
San Diego	Yes	at meeting	Yes	5 minutes	(N/R)	Two kinds of hearings: those related to agenda items and those on "New matters."
Seattle	Yes	Yes	Yes	5 min - group rep. 3 min - individual	No	Items of a personnel or confidential nature
Tampa	Yes	No	No		No	(N/R)
Toledo	Yes	Yes	Yes	5 minutes	No	None
Tucson	Yes	(N/R)	Yes	5 minutes	No	Open call to audience.
Tulsa	No		Yes	5 minutes	No	Must be in good taste. Must not concern qualifications of an individual teacher.
Virginia Beach	Yes	Yes	No		Yes	Usually, but the board can and does make exceptions.
Wichita	Yes	No	Yes	5 minutes	No	(N/R)

POLICY GOVERNING CITIZEN PARTICIPATION IN DECISON-MAKING

NAME OF CITY	SCHOOL BUILDING LEVEL	DISTRICT/REGIONAL LEVEL	DISTRICT OR CITY-WIDE LEVEL	COUNTY LEVEL
Albuquerque*	(N/R)	(N/R)	(N/R)	(N/R)
Atlanta	No	No	No	No
Austin	No	No	No	No
Baltimore	Yes	Yes	Yes	(N/R)
Baton Rouge	No	No	No	No
Birmingham	No	No	No	No
Boston	Yes	Yes	Yes	No
Chicago	(N/R)	Yes	(N/R)	(N/R)
Cincinnati	Yes	(N/R)	(N/R)	(N/R)
Cleveland	No	No	No	No
Columbus	No	No	Yes	No
Corpus Christi	No	No	No	No
Dallas	Yes	Yes	Yes	(N/R)
Dayton	No	No	No	No
Detroit	Yes	No	Yes	No
El Paso	No	No	No	No
Fort Wayne	No	No	No	No
Houston	Yes	Yes	(N/R)	(N/R)
Indianapolis	No	No	No	No
Jacksonville	No	No	No	No
Kansas City	Yes	Yes	Yes	(N/R)
Long Beach	(N/R)	(N/R)	(N/R)	(N/R)
Louisville	Yes	Yes	Yes	Yes
Miami	Yes	Yes	Yes	Yes
Milwaukee	Yes	No	No	No
Mobile	No	No	No	No
New Orleans	Yes	Yes	Yes	(N/R)

Norfolk	No	No	No	No
Oakland	(N/R)	Yes	(N/R)	(N/R)
Oklahoma City	Yes	Yes	Yes	No
Philadelphia	No	No	No	No
Phoenix (Roosevelt)	No	Yes	No	No
Phoenix (Union High)	No	No	No	(N/R)
Pittsburgh	(N/R)	(N/R)	Yes	(N/R)
Portland	No	Yes	No	No
Richmond	No	No	No	No
Saint Louis	Yes	No	No	No
San Antonio	No	No	No	No
San Diego	Yes	Yes	Yes	No
Seattle	(N/R)	(N/R)	Yes	(N/R)
Tampa	(N/R)	(N/R)	(N/R)	Yes
Toledo	Yes	Yes	Yes	(N/R)
Tucson	No	No	No	No
Tulsa	Yes	Yes	Yes	No
Virginia Beach	Yes	N/A	Yes	N/A
Wichita	Yes	No	Yes	No

* There is no official written policy, but citizens are involved through citizen advisory councils, parent advisory groups at building, area, and district levels.

School District Finances

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

NAME OF CITY	PER PUPIL EXPENDITURE	LOCAL FUNDS	STATE FUNDS	FEDERAL FUNDS	OTHER	TOTAL: ALL SOURCES
Albuquerque	$1,681.22	12.0	82.0	6.0	-0-	$124,112,614
Atlanta	$1,273.70	56.0	42.0	1.0	1.0	$ 88,777,000
Austin	$2,365.00	91.0	2.0	7.0	-0-	$ 90,146,274
Baltimore	$1,744.46	77.9	4.4	17.6	0.1	$208,585,188
Baton Rouge	$1,371.02	37.7	56.5	5.8	-0-	$ 83,000,000
Birmingham	$1,175.87	23.0	51.0	18.0	8.0	$ 53,494,078
Boston	$2,813.39	85.2	14.8	(N/R)	-0-	$167,824,391
Chicago	$1,879.36	33.5	50.1	14.3	2.1	$832,350,000
Cincinnati	$1,517.23	NA	NA	NA	NA	$ 78,583,639
Cleveland	$2,172.50	78.2	4.3	17.5		$162,761,876
Columbus	$1,545.98	50.7	40.0	9.3	-0-	$105,646,400
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(NR)
Dallas	$1,227.75	52.5	37.2	10.3	-0-	$156,845,367
Dayton	$2,218.63	63.0	33.0	1.0	-0-	$ 70,903,105
Detroit*	$1,423.50	NA	NA	NA	NA	$292,976,395
El Paso	$1,134.17	-0-	83.2	16.8	-0-	$ 68,376,672
Fort Wayne	$1,209.93	44.0	44.0	6.0	6.0	$ 40,665,593
Houston	$1,409.69	57.4	41.3	1.1	0.2	$268,832,004
Indianapolis	$1,343.04	6.5	87.1	6.3	0.1	$ 74,587,522
Jacksonville	$1,057.85	20.8	68.2	1.6	9.4	$104,555,150
Kansas City		UNABLE TO OBTAIN				
Long Beach	$1,092.73	19.6	74.4	6.0	-0-	$ 62,204,619
Louisville	$1,430.32	36.0	60.0	2.0	2.0	$132,930,000
Miami	$1,487.31	40.2	56.3	3.5	-0-	$334,020,470
Milwaukee	$2,714.19	45.8	41.0	13.2	-0-	$225,511,235
Mobile	$ 990.31	2.0	86.4	11.6	-0-	$ 63,826,757
New Orleans	$1,304.13	84.3	1.3	14.3	0.1	$109,559,341
Norfolk	$1,415.65	49.7	30.7	19.6	-0-	$ 50,012,012

Oakland	$1,909.45	0.5	79.5	20.0	-0-	$ 90,840,053
Oklahoma City	$1,206.63	36.0	53.0	9.0	2.0	$ 47,801,751
Philadelphia	$2,644.52	86.8		13.2	-0-	$542,154,728**
Phoenix (Roosevelt)	$1,249,54	86.2	2.4	11.4	-0-	$ 11,555,782
Phoenix (Union High)	$1,946.50		84.2	10.3	5.5	$ 41,503,278
Pittsburgh	$3,004.77	54.9	34.9	10.0	0.2	$129,698,000
Portland	$2,068.31	64.3	25.5	9.9	0.3	$108,255,461
Richmond	$1,732.55	67.9	20.0	10.0	2.1	$ 51,534,799
Saint Louis	$2,127.08	N/A	N/A	N/A	NA	$130,430,814
San Antonio	$1,732.64	29.7	67.1	3.2	-0-	$102,480,525
San Diego	$1,496.75	89.2	3.8	6.2	0.8	$166,480,674
Seattle	$1,992.06	20.3	65.7	14.0	-0-	$ 92,987,190
Tampa	$1,547.60	23.8	69.0	7.2	-0-	$166,338,310
Toledo	$1,294.44	91.9		8.0	0.1	$ 57,531,588
Tucson	$1,573.31	22.3	63.1	11.2	3.4	$ 84,494,821
Tulsa	$1,354.32	47.2	43.2	5.9	3.7	$ 64,076,873
Virginia Beach	$1,333.74	34.7	51.4	13.9	-0-	$ 73,355,561
Wichita	$1,697.43	51.9	43.0	5.0	0.1	$ 76,644,200

* Expenditures are not correlated to funding sources.

**Excludes payments to other educational entities since these costs are duplicated.

CAPITAL EXPENDITURES

CAPITAL EXPENDITURES

NAME OF CITY	LOCAL FUNDS	STATE FUNDS	FEDERAL FUNDS	OTHER	TOTAL: ALL SOURCES
Albuquerque	72.0	23.0	5.0	-0-	$13,628,069
Atlanta	56.0	42.0	1.0	1.0	$ 1,744,000
Austin	100.0	-0-	-0-	-0-	$ 3,857,506
Baltimore	79.7	3.9	0.7	15.7	$ 6,833,504
Baton Rouge	100.0	--	--	-0-	$ 400,000
Birmingham	80.4	19.6	-0-	-0-	$ 3,522,222
Boston	100.0	-0-	-0-	-0-	$ 8,607,269
Chicago	6.5	15.5	-0-	78.0	$17,761,000
Cincinnati	-0-	-0-	-0-	-0-	$ 7,293,592
Cleveland	30.3	10.0	59.7		$ 5,935,852
Columbus	100.0	-0-	-0-	-0-	$ 3,000,000
Corpus Christi	-0-	-0-	-0-	-0-	(N/R)
Dallas	100.0	-0-	-0-	-0-	$ 4,732,126
Dayton	66.0	33.0	1.0	-0-	$ 2,013,816
Detroit*	*	*	*	*	$ 995,447
El Paso	-0-	100.0	-0-	-0-	$ 546,282
Fort Wayne	100.0	-0-	-0-	-0-	$ 9,538,163
Houston	57.4	41.3	1.1	0.2	$42,964,416
Indianapolis	99.9	-0-	0.1	-0-	$14,576,585
Jacksonville	20.8	68.2	1.6	9.4	$ 4,127,028
Kansas City	UNABLE TO OBTAIN				
Long Beach	19.6	74.4	6.0	-0-	$ 200,684
Louisville	98.3	-0-	-0-		$19,358,000
Miami**	**	**	**	**	$18,005,566
Milwaukee	100.0	-0-	-0-	-0-	$ 4,026,688
Mobile	69.8	2.8	27.4		$ 4,737,534
New Orleans	98.2	-0-	1.8	-0-	$ 8,053,660
Norfolk	67.3	-0-	32.7	-0-	$ 536,258
Oakland	-0-	84.2	15.8	-0-	$ 893,556

Oklahoma	5.9	8.6	1.5	84.0	$ 7,212,990
Philadelphia	100.0	-0-	-0-	-0-	$ 36,141
Phoenix (Roosevelt)	100.0	-0-	-0-	-0-	$ 1,133,094
Phoenix (Union High)	100.0	-0-	-0-	-0-	$ 6,674,590
Pittsburgh	61.0	39.0	-0-	-0-	$ 4,705,000
Portland	100.0	-0-	-0-	-0-	$ 3,500,000
Richmond	67.9	20.0	10.0	2.1	$ 5,322,994
Saint Louis	18.9	78.5	2.6		$ 3,770,013
San Antonio	74.9	25.1	-0-	-0-	$ 2,503,911
San Diego	90.8	0.7	7.0	1.5	$10,292,465
Seattle	-0-	60.6	-0-	39.4	$ 1,538,914
Tampa	75.8	24.2	-0-	-0-	$19,419,830
Toledo	41.7	-0-	23.9	34.4	$ 1,441,955
Tucson	78.0	20.0	-0-	2.0	$10,894,952
Tulsa	52.2	47.8	-0-	-0-	$ 1,702,671
Virginia Beach	98.2	-0-	1.8	-0-	$ 8,634,887
Wichita	97.9	2.1	-0-	-0-	$ 7,163,300

* Expenditures are not correlated to funding sources.

** Cannot be broken down by source.

NAME OF CITY	LOCAL FUNDS	STATE FUNDS	FEDERAL FUNDS	OTHER	TOTAL: ALL SOURCES
Albuquerque	10.0	76.0	14.0	(N/R)	$ 33,224,024
Atlanta	56.0	42.0	1.0	1.0	$ 54,590,000
Austin	92.0	3.0	4.0	1.0	$ 34,398,313
Baltimore	73.1	7.4	2.2	17.3	$106,939,093
Baton Rouge	39.0	61.0	-0-	-0-	$ 41,000,000
Birmingham	23.0	51.0	18.0	8.0	$ 24,059,567
Boston	98.6	1.4	(N/R)	-0-	$130,784,761
Chicago	33.5	50.1	14.3	2.1	$373,169,000
Cincinnati	(N/R)	(N/R)	(N/R)	(N/R)	$133,190,312
Cleveland	60.0	4.2	10.4	25.4	$165,046,922
Columbus	50.7	40.0	9.3	-0-	$ 56,837,300
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dallas	54.4	38.6	7.0	-0-	$120,806,944
Dayton	66.0	33.0	1.0	-0-	$ 10,992,079
Detroit*	*	*	*	*	$256,271,905
El Paso	-0-	100.0	-0-	-0-	$ 23,459,945
Fort Wayne	54.3	35.2	6.1	4.4	$ 37,163,205
Houston	57.5	41.3	1.1	0.1	$121,081,410
Indianapolis	83.6	1.0	14.9	0.5	$ 77,443,758
Jacksonville	21.0	68.0	2.0	9.0	$ 75,252,170
Kansas City	UNABLE TO OBTAIN				
Long Beach	19.6	74.4	6.0	-0-	$ 59,501,276
Louisville	34.4	55.9	-0-	10.7	$ 61,503,000
Miami**	**	**	**	**	$147,685,920
Milwaukee	46.7	41.7	11.6		$ 78,509,240
Mobile County	65.3	1.2	33.5		$ 40,204,791
New Orleans	91.9	0.3	7.4	0.4	$ 57,179,377
Norfolk	49.7	30.7	19.6	—	$ 37,838,398
Oakland	4.3	91.5	4.2		$ 37,117,595

Oklahoma City	35.5	52.4	8.9	3.2	$ 24,033,456
Philadelphia	91.7	-0-	8.3	-0-	$244,434,921
Phoenix (Roosevelt)	97.4	0.4	2.2	-0-	$ 6,792,991
Phoenix (Union High)	-0-	77.1	-0-	22.9	$ 20,005,726
Pittsburgh	55.0	35.0	10.0	-0-	$ 48,572,000
Portland	68.9	31.1	-0-	-0-	$ 24,909,319
Richmond	67.9	20.0	10.0	2.1	$ 39,121,262
Saint Louis	N/A	N/A	N/A	N/A	$ 55,278,433
San Antonio	-0-	-0-	-0-	100.0	$ 12,966,265
San Diego	91.2	3.0	5.2	0.6	$132,589,795
Seattle	19.9	66.1	11.3	2.7	$ 65,073,730
Tampa	28.1	52.5	19.4	-0-	$ 79,603,041
Toledo	72.7	-0-	14.5	12.8	$ 55,127,568
Tucson	23.6	70.2	2.5	3.7	$ 23,431,879
Tulsa	47.2	43.2	5.9	3.7	$ 30,469,157
Virginia Beach	85.7	5.3	9.0	-0-	$ 22,179,005
Wichita	51.4	43.0	5.0	0.6	$ 35,721,200

* Expenditures are not correlated to funding sources.

** Cannot be broken down by source.

SCHOOL DISTRICT BUDGET APPROVAL

NAME OF CITY	DOES YOUR SCHOOL BOARD HAVE FINAL APPROVAL OVER THE SCHOOL DISTRICT BUDGET?	IF NO, WHO HAS THE AUTHORITY FOR FINAL APPROVAL?
Albuquerque	No	New Mexico Public School Finance Division
Atlanta	Yes	
Austin	Yes	
Baltimore	No	The City Council
Baton Rouge	Yes	
Birmingham	Yes	
Boston	No	Mayor
Chicago	No	Chicago School Finance Authority
Cincinnati	Yes	
Cleveland	No	County Auditor
Columbus	Yes	
Corpus Christi	(NR)	
Dallas	Yes	
Dayton	Yes	
Detroit	Yes	
El Paso	Yes	
Fort Wayne	No	State Board of Tax Commissioners
Houston	Yes	
Indianapolis	No	Indiana State Board of Tax Commissioners
Jacksonville	Yes	
Jersey City		
Kansas City	Yes	
Long Beach	No	Los Angeles County Superintendent of Schools
Louisville	Yes	
Miami	Yes	
Milwaukee	Yes	
Mobile	Yes	

New Orleans	No	State Department of Education
Norfolk	No	City Council
Oakland	Yes	
Oklahoma City	Yes	
Philadelphia	Yes	
Phoenix (Roosevelt)	Yes	
Phoenix (Union High)	Yes	
Pittsburgh	Yes	
Portland	No	Multnomah County Tax Supervising and Conservation Commission
Richmond	Yes	
St. Louis	Yes	
San Antonio	Yes	
San Diego	Yes	
Seattle	Yes	
Tampa	Yes	
Toledo	Yes	
Tucson	Yes	
Tulsa	Yes	
Virginia Beach	No	City Council
Wichita	Yes	

MONEY RECEIVED FOR FEDERAL PROGRAMS

	ELEMENTARY AND SECONDARY EDUCATION ACT			YOUTH EMPLOYMENT AND DEMONSTRATION ACT		
	1980-81*	1979-80	1978-79	1980-81	1979-80	1978-79
NAME OF CITY	$	$	$	$	$	$
Albuquerque	4,905,835	5,480,476	4,172,197	1,864,170	2,078,851	2,297,799
Atlanta	(N/R)	(N/R)	NA	(N/R)	(N/R)	(N/R)
Austin	3,870,929	3,246,401	3,224,757	(N/R)	(N/R)	(N/R)
Baltimore	28,026,194	21,456,136	19,797,725	52,555	(N/R)	(N/R)
Baton Rouge	3,809,864	3,497,911	8,082,199	(N/R)	(N/R)	(N/R)
Birmingham	5,754,137	5,756,352	4,955,927	(N/R)	(N/R)	(N/R)
Boston	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Chicago	74,455,000	80,392,000	73,683,000	20,169,000	21,961,000	25,714,000
Cincinnati	8,695,710	5,829,594	5,522,958	-0-	-0-	-0-
Cleveland	15,176,645	12,430,180	10,895,957	8,378,826	7,876,063	6,715,559
Columbus	6,746,113	5,801,750	5,143,477	-0-	-0-	-0-
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dallas	12,289,221	12,241,122	10,786,704	475,578	567,629	544,401
Dayton	2,865,290	2,000,000	1,968,200	1,100,000	3,200,000	3,443,400
Detroit	40,663,413	48,467,888	34,268,298	11,480,951	10,741,648	11,643,167
El Paso	4,615,319	4,388,060	3,655,186	2,211,460	N/A	N/A
Fort Wayne	1,813,642	1,689,454	1,610,481	136,526	198,433	114,652
Houston	13,733,978	17,121,738	12,411,403	-0-	-0-	-0-
Indianapolis	5,630,645	5,449,905	4,495,142	344,278	N/A	N/A
Jacksonville	8,371,154	8,109,136	7,747,554	-0-	-0-	-0-
Kansas City	N/A	N/A	N/A	N/A	N/A	N/A
Long Beach	5,251,476	4,433,037	3,588,402	388,668	395,088	657,035
Louisville	6,884,222	7,062,275	6,174,782	-0-	-0-	-0-
Miami	13,399,970	12,258,764	11,577,135	154,765	306,351	177,630
Milwaukee	14,823,685	11,435,857	8,792,086	2,131,978	2,216,860	3,030,711
Mobile County	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
New Orleans	15,319,746	15,100,486	12,654,520	-0-	-0-	-0-

Norfolk	4,770,910	5,291,982	4,412,293	485,193	382,093	382,093
Oakland	8,906,328	8,618,907	6,385,285	(N/R)	(N/R)	(N/R)
Oklahoma City	3,486,613	3,656,030	3,563,071	(N/R)	(N/R)	(N/R)
Philadelphia	34,555,407	33,139,763	31,100,000	925,000	882,000	634,500
Phoenix (Roosevelt)	991,266**	921,885*	802,875	(N/R)	(N/R)	(N/R)
Phoenix (Union High)	3,384,914	3,161,143	2,572,820	622,333	3,567,531	2,136,784
Pittsburgh	9,043,318	9,747,424	7,180,904	2,199,406	1,336,906	1,763,780
Portland	5,752,538	5,877,181	5,225,139	(N/R)	(N/R)	(N/R)
Richmond	3,956,637	3,603,128	3,528,784	(N/R)	(N/R)	(N/R)
St. Louis	11,928,813	10,688,042	9,540,567	(N/R)	(N/R)	(N/R)
San Antonio	9,651,126	9,444,576	7,950,225	290,360	305,358	149,721
San Diego	7,667,105	6,531,602	5,348,381	219,088	5,442	619,112
Seattle	4,207,826	3,451,752	3,120,025	2,265,227	2,358,062	963,189
Tampa	9,708,698	9,450,885	8,162,315	(N/R)	(N/R)	(N/R)
Toledo	3,738,501	5,402,239	3,757,454	175,465	190,000***	100,451***
Tucson	2,828,895	2,950,130	2,536,132	(N/R)	(N/R)	(N/R)
Tulsa	3,140,767	3,235,647	2,720,312	(N/R)	(N/R)	(N/R)
Virginia Beach	1,927,899	1,967,123	1,957,258	-0-	-0-	-0-
Wichita	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)

*ECIA CHAPTER 1
**Includes Title I Amounts
***Budget Appropriation

NAME OF CITY	IMPACT AID 1980-81 $	IMPACT AID 1979-80 $	IMPACT AID 1978-79 $	EMERGENCY SCHOOL AID ACT 1980-81 $	EMERGENCY SCHOOL AID ACT 1979-80 $	EMERGENCY SCHOOL AID ACT 1978-79 $
Albuquerque	2,419,253	1,848,552	2,905,757	31,974	N/A	N/A
Atlanta	1,636,334	1,9[illegible]9,595	344,529	1,308,293	971,528	1,084,101
Austin	486,695	637,991	533,754	2,662,317	446,302	294,941
Baltimore	922,564	650,744	619,000	(N/R)	(N/R)	(N/R)
Baton Rouge	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Birmingham	N/A	N/A	496,796	66,289	640,560	419,612
Boston	-0-	1,219,423	1,249,230	2,619,569	4,253,051	4,916,443
Chicago	2,737,000	3,649,000	3,209,000	423,000	-0-	-0-
Cincinnati	529,891	977,338	477,858	-0-	-0-	-0-
Cleveland	481,800	385,000	666,667	7,444,813	12,501,310	1,325,529
Columbus	-0-	329,690	361,186	5,233,912	4,960,669	-0-
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dallas	(N/R)	(N/R)	(N/R)	3,009,982	3,957,782	4,517,614
Dayton	252,068	354,200	771,158	935,183	2,000,000	2,745,200
Detroit	182,648	319,129	110,146	6,270,130	4,253,432	8,976,950
El Paso	3,500,000	3,500,000	3,436,747	414,122	528,280	626,110
Fort Wayne	-0-	-0-	-0-	465,169	411,304	-0-
Houston	259,353	398,513	395,000	1,867,665	2,020,519	2,143,323
Indianapolis	335,263	133,242	262,242	(N/R)	23,764	71,291
Jacksonville	3,181,202	3,418,439	2,559,432	490,031	1,095,897	1,606,194
Kansas City	N/A	N/A	N/A	N/A	N/A	N/A
Long Beach	867,071	N/A	1,468,236	-0-	-0-	-0-
Louisville	559,640	694,670	759,869	1,201,877	2,076,665	2,415,029
Miami	2,961,885	2,028,045	2,473,568	1,030,518	2,120,395	2,120,714
Milwaukee	536,520	246,824	78,883	7,582,922	5,729,725	5,374,976
Mobile	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
New Orleans	2,840,561	1,059,295	479,029	589,190	2,541,918	1,764,727

Norfolk	3,966,640	4,306,587	4,057,036	287,498	608,381	627,190
Oakland	6,692,891	6,140,031	4,894,179	(N/R)	(N/R)	(N/R)
Oklahoma City	282,151	218,636	397,721	393,574	550,023	562,281
Philadelphia	2,894,631	2,884,828	1,069,058	3,603,342	5,922,316	3,788,100
Phoenix (Roosevelt)	-0-	-0-	-0-	-0-	-0-	566,944
Phoenix (Union High)	60,759	74,480	85,000	-0-	-0-	-0-
Pittsburgh	247,480	1,119,051	719,439	-0-	-0-	-0-
Portland	218,684	201,791	N/A	375,575	395,556	471,463
Richmond	498,019	902,368	567,573	12,748	41,706	-0-
St. Louis	419,937	N/A	58,463	6,072,898	1,726,060	1,845,583
San Antonio	3,721,627	296,987	341,430	780,517	1,628,122	1,615,724
San Diego	13,104,910	14,659,767	18,513,737	4,779,761	4,165,021	2,426,089
Seattle	198,553	243,505	284,212	7,010,561	6,096,996	5,430,802
Tampa	1,829,410	2,002,177	1,829,225	1,764,459	1,920,579	1,492,421
Toledo	272,763	360,082	53,308	268,734	-0-	-0-
Tucson	2,475,875	483,918	3,486,903	1,894,231	930,890	-0-
Tulsa	260,960	383,694	348,420	-0-	61,484	-0-
Virginia Beach	6,738,042	5,731,796	7,169,012	-0-	-0-	-0-
Wichita	453,330	547,289	486,252	446,552	298,232	490,332

NAME OF CITY	HEAD START			OTHER PROGRAMS		
	1980-81 $	1979-80 $	1978-79 $	1980-81 $	1979-80 $	1978-79 $
Albuquerque	(N/R)	(N/R)	(N/R)	3,095,547	3,031,681	2,578,050
Atlanta	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Austin	-0-	-0-	-0-	946,322	532,526	857,947
Baltimore	N/A	N/A	N/A	8,648,561	6,422,237	5,852,439
Baton Rouge	N/A	N/A	N/A	1,060,662	986,501	493,073
Birmingham	22,675	27,500	27,385	3,055,560	3,032,941	1,963,567
Boston	N/A	N/A	N/A	491,086	990,051	616,910
Chicago	7,317,000	5,135,000	4,633,000	76,494,000	70,585,000	52,805,000
Cincinnati	403,312	371,163	480,090	5,945,206	6,318,954	7,579,860
Cleveland	157,000	162,125	182,235	8,709,094	10,647,571	6,474,030
Columbus	-0-	-0-	-0-	6,865,764	5,821,444	4,185,410
Corpus Christi	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dallas	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
Dayton	653,992	600,000	578,000	2,757,583	4,796,000	4,329,830
Detroit	2,255,333	3,718,397	1,153,651	26,466,106	20,383,542	20,591,012
El Paso	437,996	383,406	115,607	2,656,714	3,486,950	978,005
Fort Wayne	-0-	-0-	-0-	1,070,727	1,123,648	245,552
Houston	-0-	-0-	-0-	17,503,015	9,237,311	8,234,194
Indianapolis	(N/R)	(N/R)	(N/R)	10,746,709	9,222,926	10,686,414
Jacksonville	335,945	453,349	23,111	264,995	195,746	157,028
Kansas City	N/A	N/A	N/A	N/A	N/A	N/A
Long Beach	44,400	42,300	26,321	413,130	379,844	340,936
Louisville	1,673,755	1,539,652	1,432,200	7,125,966	6,669,278	5,964,867
Miami	-0-	-0-	-0-	57,823,850	45,720,558	40,898,993
Milwaukee	558,866	583,080	531,937	4,433,740	3,668,488	2,916,735
Mobile County	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)	(N/R)
New Orleans	-0-	-0-	-0-	5,977,383	5,883,887	4,799,359

Norfolk	-0-	-0-	-0-	-0-	-0-	-0-
Oakland	(N/R)	(N/R)	(N/R)	1,554,977	1,443,443	1,876,659
Oklahoma City	(N/R)	(N/R)	(N/R)	2,463,961	N/A	N/A
Philadelphia	4,164,200	3,546,800	2,468,700	45,458,955	54,122,603	50,396,155
Phoenix (Roosevelt)	168,560	136,804		609,654	1,309,535	594,290
Phoenix (Union High)	-0-	-0-	-0-	3,358,603	3,125,158	2,568,483
Pittsburgh	810,902	798,288	873,246	5,539,935	5,731,440	6,157,053
Portland	639,635	736,515	644,874	277,572	222,889	207,034
Richmond	378,001	282,153	279,033	1,268,394	1,241,605	942,171
St. Louis	-0-	-0-	-0-	16,602,416	17,284,779	18,015,854
San Antonio	-0-	-0-	-0-	-0-	-0-	-0-
San Diego	-0-	-0-	-0-	6,620,978	10,403,614	11,105,402
Seattle	540,135	512,871	406,749	5,679,360	6,094,193	6,624,177
Tampa	1,885,113	1,811,380	1,808,051	16,613,235	17,513,066	15,455,811
Toledo	-0-	22,177	128,116	6,969,399**	7,067,474**	7,543,829**
Tucson	(N/R)	(N/R)	(N/R)	2,557,786	2,623,663	2,759,103
Tulsa	102,952	97,187	91,686	1,612,202	1,391,117	1,001,938
Virginia Beach	-0-	-0-	-0-	3,572,106	2,413,479	1,852,195
Wichita	353,515	305,483	280,215	179,818	264,160	369,864

**Includes lunch/breakfast appropriations.

Urban Superintendents

YEARS AS SUPERINTENDENT

Number of Years	Number of Superintendents
1 - 3	9
3.1 - 6	14
6.1 - 9	8
9.1 - 12	4
12.1 - 15	5
15.1 - 18	2
18.1 - 21	1
21.1 - 24	1
24.1 - 27	2

	1981-1982	1977-1978
Mean	8.1 years	7.5 years
Median	6.1 years	5.0 years
Number of Respondents	46	61

YEARS OF SERVICE IN PRESENT DISTRICT

Number of Years	Number of Superintendents
1 - 3	22
3.1 - 6	13
6.1 - 9	6
9.1 - 12	1
12.1 - 15	4

	1981-1982	1977-1978
Mean	4.4 years	4.8 years
Median	3.1 years	3.5 years
Number of Respondents	46	61

SALARIES OF SUPERINTENDENTS

	Number of Superintendents
$45,000 - $ 55,999	12
$56,000 - $ 65,999	24
$66,000 - $ 75,999	6
$76,000 - $ 85,000	2
$86,000 - $125,000	2

	1981-1982	1977-1978
Mean	$62,370	$49,636
Median	$61,500	$49,500
Number of Respondents	46	61

AGE OF SUPERINTENDENTS

Age	Number of Superintendents
30-40	1
41-50	19
50+	25

	1981-1982	1977-1978
Mean	51.4 years	50.8 years
Median	53.0 years	51.0 years
Number of Respondents	45	58

GENDER OF SUPERINTENDENTS

	Number of Superintendents 1981-82	Number of Superintendents 1977-1978
Male	45	59
Female	1	2

ETHNIC HERITAGE OF SUPERINTENDENTS

	Number of Superintendents 1981-82	Number of Superintendents 1977-1978
White	36	51
Black	8	10
Asian/Pacific Islander	0	0
Hispanic	1	0
Native American	1	0
Other Non-White	0	0
Number of Respondents	46	61

MARITAL STATUS OF SUPERINTENDENTS

	Number of Superintendents 1981-82	Number of Superintendents 1977-1978
Married	44	56
Single	0	1
Divorced or Separated	2	1
Widowed	0	1
Number of Respondents	46	59

EDUCATION OF SUPERINTENDENTS

Highest Degree Held	Number of Superintendents 1981-1982
Master's	9
Six-Year Certificate	1
Academic (Ph.D., Ed.D.)	35
Professional (M.D., D.D.S.)	1
Number of Respondents	46

ECIA, Chapter I (ESEA-I)

BASIC AND CONCENTRATION GRANT FUNDING LEVELS

NAME OF CITY	BASIC GRANT 1980-81 School Year (FY 1980)	 1981-82 School Year (FY 1981)	CONCENTRATION GRANT: 1980-81 School Year (FY 1980)	 1981-82 School Year (FY 1981)
Albuquerque	$ 4,921,479	$ 4,796,662	$ 158,046	$ 168,226
Austin	3,778,890	3,472,068	106,919	104,258
Baltimore	21,082,835	21,690,156	1,329,646	-0-
Baton Rouge	3,641,458	3,512,575	168,406	171,334
Birmingham	5,968,966	5,846,462	General Fund	General Fund
Boston	10,537,135	10,622,361	609,110	648,080
Chicago	59,341,315	55,638,589	4,180,934	4,177,091
Cleveland	11,758,309	11,269,290	807,474	824,256
Columbus	5,637,681	5,407,196	346,421	353,425
Dallas	9,819,246	9,099,919	682,722	672,421
Denver	6,582,087	6,585,432	After 1979-80, the concentration grant was included in the basic grant with no separate accounting	
Detroit	35,827,891	34,187,718	2,568,415	2,596,917
El Paso	4,727,000	4,297,658	300,000	272,570
Fort Wayne	1,120,135	1,202,713	-0-	-0-
Houston	14,734,815	13,771,609	1,008,555	996,266
Indianapolis	5,299,000	4,714,000	261,658	245,472
Jacksonville	8,109,136	7,510,652	262,018	453,139
Kansas City	4,788,882	4,694,037	280,719	291,102
Long Beach	4,332,588	4,164,048	284,891	286,874
Louisville	6,350,323	6,091,178	354,806	360,575
Memphis	12,046,826	11,510,535	759,524	764,336
Miami	11,633,211	11,386,679	756,819	770,218
Newark	12,387,057	11,873,301	832,224	827,328
Norfolk	4,534,030	4,261,177	236,880	242,434
Oakland	9,815,719	9,886,994	526,847	527,291

Oklahoma City	3,118,136	3,340,362	368,477	207,300
Omaha	2,211,889	2,180,768	84,690	86,354
Phoenix (Roosevelt)	653,543	593,545	48,577	46,866
Pittsburgh	9,981,749	9,981,749	570,532	562,916
Portland	4,790,674	4,072,073	387,999	226,131
Richmond	3,694,322	3,555,014	168,061	170,924
Sacramento	3,717,101	3,718,691	California no longer breaks out concentration grant funds; they are a part of the total entitlement	
St. Paul	3,297,490	2,933,432	104,628	108,029
San Antonio	8,770,162	8,019,831	-0-	-0-
San Diego	6,999,990	6,894,403	504,267	530,810
Seattle	3,153,496	3,092,988	223,801	239,6[illegible]1
Toledo	3,275,011	3,143,847	221,000	169,582
Tucson	2,575,602	2,317,169	119,243	115,382
Tulsa	2,994,337	3,058,954	146,430	-0-
Virginia Beach	1,600,016	1,547,498	28,848	29,735
Wichita	3,025,076	2,847,655	131,978	131,735

NUMBER OF CHILDREN SERVED
AND FTES EMPLOYED

NAME OF CITY	1980-81 School Year (FY 1980)	1981-82 School Year (FY 1981)	How many FTEs (teachers, aides, counselors, etc.) are you employing this school year with ECIA-Chapter I funds (1981-82)?
Albuquerque	8,010	7,339	233
Austin	5,657	4,924	163
Baltimore	32,600	29,500	1,382
Baton Rouge	7,951	5,100	179
Birmingham	13,437	13,137	378
Boston	16,000	14,500	553
Chicago	64,147	57,239	2,059
Cleveland	22,983	17,572	456
Columbus	8,058	6,438	204
Dallas	(N/A)	(N/A)	485
Denver	8,980	8,599	388
Detroit	41,534	37,758	1,459
El Paso	10,559	11,818	217
Fort Wayne	2,177	2,035	110
Houston	22,758	23,876	498
Indianapolis	9,342	8,055	333
Jacksonville	15,780	10,741	350
Kansas City	6,950	7,049	283
Long Beach	13,000	11,793	204
Louisville	13,338	11,739	449
Memphis	13,340	13,000	601
Miami	28,687	29,431	579
Newark	16,801	15,665	681
Norfolk	9,309	8,805	279
Oakland	31,258	27,782	618
Oklahoma City	7,698	8,212	198
Omaha	4,445	2,785	139

Phoenix (Roosevelt)	2,177	1,850	19
Pittsburgh	13,500	13,460	415
Portland	10,135	9,000	225
Richmond	4,465	3,731	250
Sacramento	11,600	11,068	156
St. Paul	3,850	3,050	190
San Antonio	20,001	18,992	479
San Diego	20,058	22,063	255
Seattle	4,300	4,226	109
Toledo	5,188	4,740	160
Tucson	4,985	4,123	127
Tulsa	11,322	9,488	188
Virginia Beach	4,164	4,003	116
Wichita	4,679	4,241	150

THE IMPACT OF FEDERAL BUDGET CUTS FOR 1982-83

The funding level for the 1982-83 (FY 1982) school year will be at best approximately 7% below 1981-1982. Before the funds flow to school districts on July 1, the Administration has requested that this program be further reduced by 14% bringing the total cut next year to 21%. What effect would this reduction have on your program?

ALBUQUERQUE	a) Reduce staff by 46 teachers and/or aides combination.
	b) Reduce participation list by 1,100 students.
	c) Reduce number of eligible schools served.
AUSTIN	a) State salary increases would make the net effort 34% instead of 21%.
	b) One-third less students would be served with one third less staff. (minimum).
	c) Number of schools served would be reduced.
BALTIMORE	a) Reduction in the number of children served.
	b) Reduction in the number of schools participating in the project.
	c) Reduction in FTEs employed.
BATON ROUGE	a) Terminate 88 aides, 6 helping teachers, 2 supervisors.*
	b) Serve 1,680 fewer eligible Title I students.
	c) Reduce support services and amount of instructional materials and supplies.
BIRMINGHAM	a) Decrease number of students who will benefit from program.
	b) Hinder progress of low achieving students in reading and mathematics.
	c) Lose significant number of highly qualified personnel.
BOSTON	a) Approximately 3,000 students will lose Title I assistance.
	b) About 100 Chapter I teachers will be released.
	c) Paraprofessionals will be reduced by at least 20%.
CHICAGO	a) Reduce the number of pupils served by approximately 12,000.
	b) Reduce the number of staff by approximately 432.
	c) Reduce the amount of goods and services purchased by approximately $1,800,000.

CLEVELAND	a) Reduction in number of pupils served. b) Reduction in number of schools served. c) Elimination of at least one project.
COLUMBUS	a) We might have to eliminate our (Title I) Mathematic Improvement Group. b) Reduce the number of reading teachers. c) Serve approximately 2,500 children less in 1982-83.
DALLAS	a) Decrease the budgeted amount per pupil. b) Decrease the number of positions funded. c) Affect non-public schools and institutions.
DENVER	a) Reduce number of schools served by some of the ten projects. b) Reduce staff assigned to each class. c) Reduce equipment and/or materials.
DETROIT	a) Loss of services to approximately 10,000 students. b) Reduction in staff of approximately 300 positions. c) Elimination of summer and work-study programs.
EL PASO	Most of the support programs have been cut already. We could maintain with only a few more personnel cuts.
FT. WAYNE	Programs will be adjusted to match resources.
HOUSTON	a) Reduce personnel by approximately 20%. b) Be unable to serve approximately 5,000 elementary deprived children. c) Will eliminate support service, example: Health, Counseling, Staff Development.

* Depending upon number filing for unemployment, a larger number of reduction of staff may be necessary.

INDIANAPOLIS

a) 32% reduction in force from FY 82 to FY 83.
b) 24% decrease in number of students being served.
c) 63% and 45% decrease in monies budgeted for instructional supplies and equipment.

JACKSONVILLE

a) Reduce and/or eliminate ancillary services.
b) Reduce teachers, aides and staff.
c) Reduce services to pupils and pupil population.

KANSAS CITY

a) Reduction in total number of children served.
b) Reduction in number of grade levels served.

LONG BEACH

a) Drop 2,446 educationally disadvantaged students from programs.
b) Drop six schools from program.
c) Layoff 62 employees.

LOUISVILLE

a) The number of students served will be reduced to approximately 9,221.
b) The number of teachers hired will be reduced to approximately 102.
c) The number of aides, etc. will be reduced to approximately 219.

MIAMI

a) In all probability, number of students served, instructional personnel and number of schools served would be drastically decreased.
b) Support services such as parent participation, in-service training, etc., are likely to be affected.
c) It is not anticipated that teacher layoffs, reduced student participation, etc., will be required in 1982-1983 due to planned contingency funding.

MEMPHIS

a) Loss of $2,666,412.
b) Loss of services to 2,600 Title I Students.
c) Loss of 121 Title I Staff.

NEWARK

a) Reduction in staff.
b) Reduction in students served.

NORFOLK	a)	Probable reductions in the number of students to be served.
	b)	Probable reduction in Prekindergarten Program and supportive services.
	c)	Probable reductions in staff.
OAKLAND	a)	Reduction in the number of students served.
	b)	Reduction in the number of participating school sites.
	c)	Possible personnel terminations.
OKLAHOMA CITY	a)	Reduce the number of students served.
	b)	Reduce materials and supplies.
	c)	Eliminate special programs such as after school tutorial.
OMAHA	a)	Some reduction in staff.
	b)	Substantial reductions in supplies and equipment.
	c)	In-service activities reduced.
PHOENIX (Roosevelt)	a)	Special educational services for needy children will be undermined.
	b)	Elimination of the Title I program in school with fewer eligible children.
	c)	Eliminate the developing and purchasing of needed materials that provide for levels of achievement
PITTSBURGH	a)	Reduction of 157 staff members.
	b)	Reduction of 5,100 students.
PORTLAND	a)	Staff Reduction - 13 FTE teachers, 40 FTE aides, and 4 FTE other.
	b)	Students - some 1000 are likely to be eliminated.
	c)	Program services will be reduced; less instructional time per day for most students.
RICHMOND	a)	There would be a reduction in children served.
	b)	Services in Title I Schools will be reduced.
	c)	A possible reduction in size of staff.

SACRAMENTO	a) It would reduce the number of pupils that would be served. b) It would reduce the number of certificated and classified personnel that would be providing services to identified pupils. c) There would be practically no fund for materials or supplies.
SAN ANTONIO	a) Reduction of approximately 5,260 children from Title I program. b) Reduction of Title I staff by about 145 FTE. c) Elimination of operating budget for Title I components.
SAN DIEGO	a) At the present level of support, at least 3,300 fewer students could be served. b) The certificated full-time equivalent positions would be reduced by 14. Classified positions reduced by 22. This affects 77 persons and an additional 194 performing services on an hourly basis. c) Non-salary accounts would be reduced by $200,000 eliminating the ability to respond to critical needs in evaluation, staff development, instructional supplies.
SEATTLE	a) Reduction of students served from 4,226 to 3,200, schools served from 49 to 39. b) Loss of trained staff from 109 to 74, larger student to staff classroom ratio. c) Limited staff in-service training and parent participation.
ST. PAUL	a) A 21% cut in Basic Grant, no Concentration Grant, and reduced carry-over would result in a $2.2 million Title I budget. Compounded by a 10% increase in costs, the program would be cut by one-third. Over 1,000 children would be dropped from the program.
TOLEDO	a) The number of children served and staff employed will be reduced by 51%. This is the result of the elimination of "carry-over" funds and the pressures of inflation. Even if the program were level-funded, there would still be a significant reduction.
TUCSON	a) Loss of direct services to students. b) Reduction of personnel. c) Cutting of schools.

TULSA	a) An estimated 1,992 fewer students will receive needed services.
	b) An estimated 22 certified and 19 non-certified staff will either be terminated or reassigned.
	c) The 4-year old project for early intervention will be dropped.
VIRGINIA BEACH	a) Elimination of summer school.
	b) Elimination of supportive services.
	c) Reduction in teachers and aides.
WICHITA	a) Reduction in financial resources for parent involvement.
	b) Elimination of summer components.
	c) Reduction in the number of schools and pupils served in reading, math and preschool.

THE IMPACT OF FEDERAL BUDGET CUTS FOR 1983-84

After a 21% reduction next year, the Administration is proposing yet another 22% for the 1983-1984 program. What impact will this funding reduction have on your ECIA, Chapter I Program?

ALBUQUERQUE

a) Reduce staff by an additional 40 teachers and/or aides.
b) Reduce participation list by an additional 1,372 students.
c) Further reduction in the number of eligible schools served.

AUSTIN

a) The program would have no district wide effect in achievement.
b) Instructional gains would not be maintained as only about 1000 students (maximum) would be served.
c) State Compensatory Funds would not be able to pick up students served by Chapter I.

BALTIMORE

a) Drastic reductions in force.
b) Serving less than a third of the eligible children in the LEA.
c) Elimination of many components of our Chapter I Project.
d) Serve curtailing of Chapter I served to children.
e) Offer the service in only one area, reading, mathematics or language.

BATON ROUGE

a) Terminate 2 supervisors, 1 secretary, I inventory control technician and 8 helping teachers.
b) Serve 532 fewer eligible Title I students.
c) Eliminate all support services, parent involvement, and reduce all operating costs proportionately (supplies, materials, travel, in-service, etc.)

BIRMINGHAM

a) Wipe out many badly needed programs that show documented positive results.
b) Lose most support services that benefit participating students.
c) Intent of Chapter I could not be served.

BOSTON

a) Further reduction in number of students serviced (2,000 - 3,000).
b) Reduction in number of Chapter I funded teachers (50-100).
c) Reduction in number of paraprofessionals (20-60).

CHICAGO	a) Reduce the number of pupils served by approximately 10,000.
	b) Reduce the number of staff by approximately 358.
	c) Reduce the amount of goods and services purchased by approximately $1,504,000.
CLEVELAND	a) Further reduction in number of pupils served.
	b) Further reduction in number of schools served.
	c) Elimination of additional projects.
COLUMBUS	a) Because of contracted agreements with the school system, this would represent up to an additional 35-45% reduction in programs and the number of children served.
DALLAS	a) Drastically reduce the budgeted amount per pupil.
	b) Decrease the number of positions funded.
DENVER	a) Reduce the number of projects in the program.
DETROIT	a) Further loss of service to approximately 8,000 students.
	b) Further reduction in staff; approximately 200 positions.
	c) Elimination of staff training and alternative education projects.
EL PASO	a) More personnel cuts, including teachers.
	b) Fewer children served and/or higher class loads.
FT. WAYNE	a) Program will be adjusted to match resources.
HOUSTON	a) Additional 25% cut in personnel to 50% of '82-'82.
	b) Further cut of children served by approximately 50% of '82-'82.
	c) Only be able to serve approximately 50% of campuses served in 1981-82 school year.
INDIANAPOLIS	a) Another 25-30% reduction in staff for FY '84.
	b) 20-25% reduction in number of students being served.
	c) 33% and 41% decrease in monies budgeted for instructional supplies and equipment.

JACKSONVILLE	a) Reduce number of target school program sites. b) Reduce teachers, aides and staff. c) Reduce pupil population.
KANSAS CITY	a) Reduction in total number of children served. b) Reduction of number of grade levels served. c) Reduction in number of subject areas in which remedial instruction is provided.
LONG BEACH	a) Drop another 2,500 educationally disadvantaged students from programs. b) Drop another six schools from program. c) Lay off another 65 employees.
LOUISVILLE	a) The number of students served will be reduced to approximately 7,797. b) The number of teachers hired will be reduced to approximately 77. c) The number of aides etc., will be reduced to approximately 168.
MIAMI	a) Approximately 40% to 50% reduction will be in the level of services that would be for eligible students.
MEMPHIS	a) Loss of $4,362,305. b) Loss of services to 4,680 Title I Students. c) Loss of 216 Title I staff.
NEWARK	a) A total deterioration of the program to the point of making very little impact at all.
NORFOLK	a) Further reductions in the number of students to be served. b) Further reductions in staff. c) Deletion of supportive services.
OAKLAND	a) 50% reduction in participants and school sites. b) Severe reductions in supplies, books, and equipment purchases. c) Elimination of some parent participation and guidance and health positions.

OKLAHOMA CITY	a) Eliminate services for approximately 2,000 students. b) Eliminate purchase of materials and supplies. c) Eliminate teachers, aides and other staff positions.
OMAHA	a) Eliminate math program. b) Substantial reduction in staff. c) Discontinue parent & staff participation in state, regional and national conferences.
PHOENIX (Roosevelt)	a) Fewer children will participate. b) Fewer teachers to teach. c) Significant gains made by Title I students in reading and math, because the special services they received will be eliminated.
PITTSBURGH	a) Further reduction of 75 staff members. b) Further reduction of 2,400 students.
PORTLAND	a) STAFF - Loss of additional 10 teachers, loss of additional 35 aides, loss of additional 6 support personnel b) STUDENTS - Likely elimination of additional 750-1[illegible]50. c) Severe reduction in program services to participating students.
RICHMOND	a) A greater number of children would lose Title I services. b) Fewer services to Title I schools. c) Probable program reorganization.
SACRAMENTO	a) It would be catastrophic from a program point of view, as it would greatly water down the total program.
SAN ANTONIO	a) Phase out existing ongoing Title I components in lieu of extended day and summer programs.

SAN DIEGO	a) At present level of support, at least 5,000 fewer students could be served. b) Certificated full-time equivalent positions would be reduced by 22. Classified positions reduced by 33. This affects 117 persons and an additional 295 performing services on an hourly basis. c) Non-salary accounts would be reduced by $300,000 eliminating the ability to respond to critical needs in evaluation, staff development and instructional supplies.
SEATTLE*	a) Further reduction of basic skills instructional services to educationally disadvantaged students. Potential reduction of an additional 12 schools, 20 staff, and 700 students.
ST. PAUL	a) Allowing for aboslutely no increase in costs, a Basic Grant of $1.4 million would cut another 700 participants -- leaving a Title I program serving no more than 1,300 students in a district with a combined public and non-public school enrollment of some 44,000 students.
TOLEDO	a) This would mean a further reduction of 30% of students served/staff employed.
TUCSON	a) Further loss of direct services to students. b) Further reduction of personnel. c) Further cutting of schools.
TULSA	a) An additional 1,649 students would be dropped from Title I services. b) Terminations and/or reassignment would affect 18 certified and 16 non-certified staff. c) Title I services would be eliminated in all (8) junior and (1) senior high schools.
VIRGINIA BEACH	a) Reduction in staff. b) Reduction in materials. c) Reduction of parent participation.
WICHITA	a) Belt tightening occurred in 1981-82. b) Lower priority activities dramatically reduced or eliminated the previous year; therefore, reduction in pupil participation occurred at relatively higher levels.

*Does not include non-public school data.

Impact Aid

IMPACT AID FUNDING LEVELS

NAME OF CITY	1979-80 School Year (FY 1980)	1980-81 School Year (FY 1981)	1981-82 School Year (FY 1982)
Albuquerque	$ 1,848,552	$ 2,419,253	$ 254,908
Austin	410,664	363,396	We have not received our entitlement.
Baltimore	650,744	922,564	282,310
Baton Rouge	70,123	63,840	Submitted project, have received no funds.
Birmingham	1,061,955	702,199	335,000(est)
Boston	1,219,423	1,000,000*	300,000*
Chicago	3,948,834	3,948,834	2,900,000
Cleveland	792,132	601,380	126,128
Columbus	1,044,505	536,112	(N/R)
Dallas	567,630	475,579	Not available at this time.
Denver	2,589,749	2,199,276	Information has not yet been received.
Detroit	651,063	597,372	as of 3-8-82 63,287 (preliminary)
El Paso	3,500,000	3,500,000	1,000,000
Fort Wayne	None	None	None
Houston	280,448	259,353	50,000(est)
Indianapolis	359,816	346,796	260,097
Jacksonville	3,418,439	3,181,202	831,000
Kansas City	347,789	194,289	150,000(budgeted)
Long Beach	1,244,588	746,991	444,107
Louisville	694,679	559,640	Uncertain - application submitted.
Memphis	780,242	941,000	181,999

Miami	2,028,045	2,961,875	563,358
Newark	641,157	1,561,457	679,593
Norfolk	4,306,587	3,966,640	3,726,636
Oakland	1,337,787	769,368	237,265(est)
Oklahoma City	286,986	239,783	Unknown
Omaha	389,581**	657,897	Estimated at "zero"
Pittsburgh	797,706	598,283	139,555
Portland	194,988	144,144	33,153(est)
Richmond	637,038	583,644	68,994
Sacramento	282,578	268,220	None
St. Paul	380,468	299,901	Nothing received to this point.
San Antonio	1,048,729	850,050	305,453
San Diego	13,923,943	9,123,789	6,726,089
Seattle	299,350	323,367	137,291
Toledo	242,559	204,273	48,000(est)
Tucson	1,414,397	1,357,418	1,100,000
Tulsa	182,857	186,016	148,812(est)
Virginia Beach	6,738,042	6,371,424	5,154,086
Wichita	547,289	453,330	450,000

* FY '81 and FY '82 figures are estimates because the Office of Education is withholding payment until a resolution of a $2.4 million overpayment is obtained.

** Money received during the district fiscal year.

FUNDS EXPECTED FOR 1982-83

NAME OF CITY	IMPACT AID FUNDS SCHOOL DISTRICTS WILL RECEIVE IN THE 1982-83 SCHOOL YEAR
Albuquerque	1,017,087
Austin	-0-
Baltimore	9,000 - 9,500
Baton Rouge	Would be eliminated
Birmingham	13,920
Boston	7,800
Chicago	2,320,000
Cleveland	-0-
Columbus	428,890
Dallas	(N/R)
Denver	(N/A)
Detroit	-0-
El Paso	1,800,000
Fort Wayne	(N/R)
Houston	-0-
Indianapolis	-0-
Jacksonville	(N/R)
Kansas City	-0-
Long Beach	295,000
Louisville	9,575
Memphis	-0-
Miami	461,953 approximately
Newark	543,674
Norfolk	1,793,000
Oakland	189,812
Oklahoma City	Unknown
Omaha	-0-

Phoenix (Roosevelt)	(N/A)
Pittsburgh	-0-
Portland	-0-
Richmond	(N/A)
Sacramento	-0-
St. Paul	-0-
San Antonio	113,532
San Diego	5,030,770
Seattle	67,792
Toledo	-0-
Tulsa	-0-
Tucson	765,000
Virginia Beach	3,148,116
Wichita	-0-

Education For All Handicapped Children Act (P.L.94-142)

FUNDING RECEIVED FROM P.L. 94-142

NAME OF CITY	1980-81 School Year (FY 1980)	1981-82 School Year (FY 1981)
Albuquerque	$ -0-	$ -0-
Austin	780,093	808,799
Baltimore	3,441,807	3,828,805
Baton Rouge	838,560	974,032
Birmingham	683,100	714,357
Boston	2,456,714	2,595,412
Chicago	9,403,873	9,217,004
Cleveland	1,599,560	1,834,146
Columbus	1,223,601	1,311,233
Dallas	1,044,885	1,179,888
Denver	868,323	850,520
Detroit	2,527,935	2,811,983
El Paso	769,662	754,781
Fort Wayne	827,816	621,400
Houston	3,251,863	2,107,954
Indianapolis	1,554,000	1,500,000
Jacksonville	1,546,580	1,784,163
Kansas City	996,095	956,940
Long Beach	432,283	418,531
Louisville	2,634,450	2,576,673
Memphis	2,077,200	1,848,150
Miami	5,682,444	2,805,605
Newark	1,304,800	1,071,040
Norfolk	575,165	747,648
Oakland	314,472	629,170
Oklahoma City	763,680	908,769
Omaha	1,137,306	1,118,104

Phoenix (Roosevelt)	184,000	162,000
Pittsburgh	1,606,000	1,183,219
Portland	1,275,590	1,269,658
Richmond	573,500	653,202
Sacramento	802,496	836,000
St. Paul	949,902	933,940
San Antonio	873,493	882,233
San Diego	1,833,000	2,332,000
Seattle	592,960	799,470
Toledo	890,659	962,355
Tucson	1,025,361	1,086,592
Tulsa	774,240	946,605
Virginia Beach	853,250	844,115
Wichita	733,112	721,508

THE IMPACT OF FEDERAL BUDGET CUTS FOR 1982-83

The Administration is preparing to reduce funding for the next school year (1982-1983) by 23% under the funding you are now receiving. What impact will this cut have on your school district?

ALBUQUERQUE	We do not receive 94-142 funding.
AUSTIN	Significantly reduce the scope and range of special education related services offered in the district.
BALTIMORE	A reduction in services for preschool handicapped children. A reduction in services for inappropriately served handicapped students in elementary and secondary schools. A reduction in diagnostic and prescriptive services. Reduced opportunity for parent training and participation in the educational programming for their children. A reduction of approximately forty-five (45) staff members.
BATON ROUGE	The level of services provided will be reduced proportionately to the reduction in funding. Related services would be most severely impaired.
BIRMINGHAM	Program cuts of approximately 15% would be necessary.
BOSTON	Arrested and impeded service delivery to students, loss of critical personnel, created backlog of core evaluations and inactive IEPs, inability to meet the state's programmatic audit compliances, in-service drastically cut. Parent outreach and training cutbacks, stifled ability to address the over and underrepresentation of students in restricted prototypes; moreover, it would seriously hamper the effectiveness of services to our handicapped students. (FY '81 and FY '82 figures are estimates because the Office of Education is withholding payment until a resolution of a $2.4 million overpayment is obtained.)
CHICAGO	Reduce the number of pupils served by approximately 8,280. Reduce the number of staff by 87. Reduce the amount of goods and services purchased by approximately $392,000.
CLEVELAND	There will be a substantial reduction of liaison teachers, teacher assistants and deaf interpreters who serve handicapped children.

COLUMBUS	A budget of $1,009,649 would require (accounting for inflation) a cut of all current purchase levels for materials and equipment and a cut of about $200,000 from this year's personnel allocation. This could be accomplished with cuts of 6-8 professional positions (principal, supervisory, psychologists) or about 20-25 classified (clerk, aide) positions.
DALLAS	It will severely limit our ability to provide the type of related and residential services required to provide an appropriate education for students. It would make it difficult, if not impossible to meet the needs of the severely emotionally disturbed and multiply handicapped students. Significantly reduce the nature and quality of services provided.
DENVER	None.
DETROIT	No Response.
EL PASO	Eliminate teacher-aide positions by attrition. Transfer high cost personnel units to state funding.
FT. WAYNE	Program will be adjusted to correspond with resources.
HOUSTON	Personnel involved with direct services and related services to handicapped students will be reduced. This will decrease services to handicapped students and their parents as well as increase workloads on remaining personnel.
INDIANAPOLIS	Drastic reduction in staff. Decrease in student participation.
JACKSONVILLE	Funding capabilities currently available to meet specialized equipment and material needs for students will be seriously jeopardized. Additionally, contracted support services may be discontinued.
KANSAS CITY	It will reduce teacher and administrator positions in special education and reduce services to handicapped children.

LONG BEACH	Three highly trained certificated employees will be laid off, slowing necessary evaluation of potential special education pupils. Mandated evaluation of approximately 450 pupils will be delayed, resulting in failure to place many pupils in appropriate special education programs. Lack of appropriate placement to meet the needs of these handicapped pupils may cause them to fall behind in their studies and possibly drop out of school. Furthermore, lack of expeditious placement will result in an increase in due process hearings.
LOUISVILLE	This cut in funding would reduce the amount of direct and indirect services provided to handicapped children. Approximately 45 positions would have to be cut. Types of positions would include aides, evaluation specialist, psychologists/psychometrists, in-service personnel and resource teachers.
MIAMI	A 15% reduction in funds has been anticipated by the State. Much of the budget is placed into salary accounts. Support personnel (visiting teachers, teachers on special assignment, and psychologists) will probably be moved to Part I of the local budget. If the need exists for an additional cut, then, contractual services for residential placement will be reduced.
MEMPHIS	Loss of $427,193 P.L. 94-142 funds.
NEWARK	Staff would have to be reduced and some of the programs presently funded would have to be phased out.
NORFOLK	A reduction of twenty-three percent would be $173,371.00 of Norfolk Public School's entitlement resulting in a reduction of approximately ten (10) teachers presently serving handicapped children.
OAKLAND	This will result in a significant reduction of supplemental services to the program in the following areas: speech therapy, nursing services, services to visually handicapped students.
OKLAHOMA CITY	Elimination of 30 classroom aides for physically handicapped, preschool blind, and emotionally disturbed children. Elimination of 20 aides who ride the buses to assist handicapped children on and off buses.
OMAHA	Reduces ability to provide speech therapy services to public and non-public schools; eliminates some programs at the senior high school level; effects preschool program.

PHOENIX (Roosevelt)	Reduces services to pupils.
PITTSBURGH	A 23% cut in allocation would result in reduced services as follows: a) Closing one and possibly two preschool centers for the handicapped, affecting up to 40 children. b) Terminate itinerant services to 15 children 0-3 years of age. c) Curtailing speech evaluation services to 1500-2000 preschool handicapped children. d) Reducing number of classes for school aged handicapped. e) Reducing support services offered to teachers and parents.
PORTLAND	This issue is tied to deregulation and to our Board's response with local funds. However, if status quo is maintained with a 23% cut, impact will be on mildly handicapped students resulting in these students being increasingly served in a regular classroom; return to regular rooms on a full-time basis those special education students currently receiving special services from 2-4 periods a day; eliminate staff training.
RICHMOND	Will have some impact but should not be drastic.
SACRAMENTO	Additional cuts will result in further reductions of special education resources and will lead to noncompliance with federal law and negative impact on handicapped pupils and their parents.
SAN ANTONIO	Special Education Funding, 1982-83 allocated $852,811. The proposal has been submitted. In Texas, funds are carried over one year resulting in no administrative effect until 1983-84. The reduction over (1980-81) (1981-82) was the result of loss of students, rather than federal cuts.
SAN DIEGO	This will have a large impact on our district. We presently utilize these funds to provide services (instructional and evaluation) as well as staff development opportunities. A reduction in funding would severely reduce these activities.
SEATTLE	Reduction in staff in-service training, program and curriculum development; audiological and vocational education services will be contracted outside of the District, a reduction in consultant services; no summer psychological assessments to qualify students for fall programs.

ST. PAUL	This cut would drastically reduce our Special Education Facilitator Program. Facilitators placed in schools coordinate the Child Study System in conformance with federal regulations. They also provide substantial instructional services to schools and monitor mainstreaming efforts. In-service training, specialized consultation and supplies and materials for mainstreaming would also be curtailed.
TOLEDO	Obviously any cut in funds means a cut in service. In this particular case, there can be no reduction in full service to the handicapped. Hence a reduction in funds for the handicapped translates into a reduction in programs of the other students.
TUCSON	It will mean a severe curtailment of services which we are mandated to provide. Approximately 12 positions will somehow have to be absorbed in the local school budget.
TULSA	An estimated $217,719.00 of special services. i.e., related services contracts, will be absorbed by the district which will necessitate some general funded programs to be reduced and/or eliminated as more state revenue increases are anticipated for the 1982-83 year.
VIRGINIA BEACH	Programs in special education will be reduced.
WICHITA	Support services to not otherwise handicapped (speech only) will be lessened or deleted. Direct and support services to the mildly handicapped. Efforts for improvement of quality services lessened (e.g. in-service, parent education). District level leadership lessened.

THE IMPACT OF FEDERAL BUDGET CUTS FOR 1983-84

The proposed funding for P.L. 94-142 in 1983-1984 suggests 7% of the average costs of educating a handicapped child in contrast to the 12% your district received this year. This will be in conjunction with a yet undisclosed block grant that will provide some deregulation. What types of requirements would your district want removed?

ALBUQUERQUE	We do not receive 94-142 funding.
AUSTIN	a) Procedural paperwork requirements. b) Non-educational related services. c) Less complicated funding applications.
BALTIMORE	The requirements that we would want removed are being studied.
BATON ROUGE	a) Deregulation in the provision of related services. b) Requirements for Least Restrictive Environment c) Mandatory three year reevaluations. d) Requirements for purchasing specialized equipment.
BIRMINGHAM	All possible.
BOSTON	Prohibition against supplanting.
CHICAGO	No response.
CLEVELAND	No response.
COLUMBUS	a) Remove definition of specific learning disability from the law. b) Remove definitions of related services from the law and regulations. c) Remove regulations that are inconsistent with the Family Educational Rights and Privacy Act.

DALLAS	a) The 24-hour residential services paid by school plus 94-142 funds. b) A reduction of the requirement for comprehensive personnel development. c) Rather than removing the requirement for funding for express purposes, a priority needs to be specified in the utilization of Public Law 94-142 funds in any block grant formulation earmarked for the population that it is intended to serve.
DENVER	a) Any requirements that go beyond the requirements of the statute. b) Guideline, interpretive statements should be issued to clarify the intent and possible approaches to meeting the requirements of the law.
DETROIT	a) We support the most recently proposed rules and regulations.
EL PASO	a) Drop the hearing officer process, return informal appeals to the School Board. b) Other agencies should share responsibility for related services (therapy, social work, etc.) The schools are being asked to be all things to special education children –– far beyond their primary job of educating them –– too much to expect.
FT. WAYNE	No response.
HOUSTON	a) Responsibility for residential costs. b) Reduction of related services requirements.
INDIANAPOLIS	a) No monies to meet the financial mandates of P.L. 94-142. b) Reduction in staff.
JACKSONVILLE	a) Requirements that require court interpretation for settlement. b) Requirements which result in reverse discrimination. c) Requirements that are not statutory requirements.

KANSAS CITY	a) Evaluation by a multidisciplinary team. b) Formalized IEP process. c) Comprehensive psychological evaluations.
LONG BEACH	a) Parent counseling and training. b) Annual Local Education Agency (LEA) Plan. c) Triennial evaluation.
LOUISVILLE	a) Simplify regulations regarding LEA applications in order to simplify the process. b) Clarify or eliminate related service requirements that could be interpreted as "medical services" c) Remover regulations pertinent to specific learning disability evaluations or clarify the term as to avoid the current ambiguities. d) Delete state plan (SEA) regulations.
MIAMI	No response.
MEMPHIS	No response.
NEWARK	a) Modification of the 10% rule to 20%. b) Carryover of unexpended funds into the next fiscal year pending final audit.
NORFOLK	a) Discontinuation of private placement payment. b) Change in due process regulation. They now allow the parent to be the determiner of due process action. Many times there is little or no credibility to the parent's case, but the cost of hearing officer, recorder and staff time is still spent. Most times it would be cheaper to go to court than to pay all due process costs.
OAKLAND	No response.

OKLAHOMA CITY	a) Definition of "Related Services" should be more restrictive. b) Providing physical/occupational therapy and health services requiring licensed personnel to be removed as being a service required of Local Education Associations. c) Any regulation that requires handicapped children to be disciplined different from non-handicapped, relative to both process and outcome.
OMAHA	a) Provision for related services. b) Provision for Individualized Educational Programs. c) Provision for Testing and Evaluation. d) Due process requirements.
PHOENIX (Roosevelt)	a) Requirements to provide services to mildly handicapped e.g., learning disability.
PITTSBURGH	a) Redefining provisions for related services (transportation, speech, psychological evaluations, etc.) to offer greater flexibility and to require state responsibility. b) Redefine IEP requirements to provide greater local flexibility and to curtail federal prescriptions and burden. c) Offer local districts flexibility and options for providing support systems to teachers (workshops - in-service).
PORTLAND	a) Speech as a handicapping condition. b) Specific learning disabilities. c) Impartial due process hearing. d) IEP all as contained in DOE proposed changes.
RICHMOND	No response
SACRAMENTO	a) Reduce scope of procedural safeguards regarding confidentiality notices to parent's assessment plan. b) Delete related services from schools' responsibility. c) Redefine free and appropriate to more closely approximate regular program provisions.

SAN ANTONIO

a) The least restrictive environment.
b) Related services.
c) Residential services.
d) Required services to severely, profoundly handicapped children where potential is so limited that educational services have had little or no effect on development and the prognosis indicates very little positive growth.

SAN DIEGO

a) Related services (specifically in the medical area) OT, PT, etc.
b) Procedural safeguards - less demanding.
c) Definition of "free appropriate" and "least restrictive" be more permissive.

SEATTLE

a) Changes in supplanting issue to provide adjustments for loss of funds by LEA's.
b) Relaxation of rules regarding suspension/expulsion of seriously behaviorally handicapped.
c) Related services need to be defined in terms of educational needs, present wording is vague.

ST. PAUL

a) More flexibility in regard to time limits in meeting individualized needs.
b) Remove requirements for total reassessment every 3 years; substitute with annual updates.

c) Continue parent involvement but less rigorous and time consuming steps to follow.
d) Continue attention to IEP planning with less concern to specific details in IEP implementation.

TOLEDO

a) Remove "maintenance of effort" provisions.
b) Remove "Appropriate" from the law and the regulations.
c) Remove or modify the "Supplement/Supplant" provisions.
d) Remove the "Search and Find" requirements.

TUCSON

a) Some of the present timelines imposed by our State.
b) The responsibility for providing all related services.
c) The responsibility for educating the profoundly mentally handicapped who come from institutions.

TULSA

a) Amend IEP procedures which are time consuming and difficult to gather all individuals.
b) Amend related services in order to require other agency support of services.

VIRGINIA BEACH	a) Deletion of due process hearing requirements. b) Deletion of sections requiring and defining related services. c) Deletion of IEP requirements.
WICHITA	a) Speech services for non-special education classroom pupils. b) Establish finite definitions for learning disabled and emotionally disturbed. c) Stringent definitions concerning those related services which evolve from the medical community.

Vocational Education

FEDERAL VOCATIONAL EDUCATION ACT FUNDING

	Are federal vocational funds separated from other vocational funds?		How much funding did you receive from the federal Vocational Education Act in:	
NAME OF CITY	NO	YES	1980-81 School Year (FY 1980)	1981-82 School Year (FY 1981)
Albuquerque	X			
Austin		X	$ 369,000	$ 516,000
Baltimore		X	2,138,587	1,693,957
Baton Rouge		X	467,915	251,774
Birmingham		X	642,505	759,664
Boston		X	1,651,136	1,098,738
Chicago		X	8,200,000	7,700,000
Cleveland		X	1,635,202	1,747,460
Columbus	X			
Dallas		X	3,425,419	1,952,062
Denver		X	138,941	140,000
Detroit	X			
El Paso		X	437,049	619,593
Fort Wayne		X	428,503	118,500
Houston	X			
Indianapolis		X	467,811	527,890
Jacksonville		X	(N/R)	(N/R)
Kansas City		X	845,877	910,000
Long Beach		X	357,575	338,537
Louisville		X	1,050,369	715,240
Memphis		X	528,652	(N/A)
Miami		X	1,641,325	1,829,475
Newark		X	261,319	268,299
Norfolk		X	253,350	419,992
Oakland		X	$ 494,488	$ 641,653

Oklahoma City		X	101,582	150,145
Omaha		X	528,998	345,000+
Phoenix (Roosevelt)	X			
Pittsburgh		X	2,253,484	3,027,222
Portland		X	532,167	466,399
Richmond	X			
Sacramento		X	436,604	361,364
St. Paul		X	500,000	600,000
San Antonio		X	649,644	860,830
San Diego		X	566,192	584,996
Seattle		X	78,534	191,913
Toledo		X	817,135	700,736
Tucson		X	528,107	567,947
Tulsa		X	110,000	112,000
Virginia Beach		X	219,133	220,141
Wichita		X	846,491	1,451,147

THE IMPACT OF FEDERAL BUDGET CUTS FOR 1982-83

The Administration is proposing a 19% decrease in federal vocational education funds for the next school year (1982-1983). How will a cut of this magnitude affect your school district program?

ALBUQUERQUE	No response.
AUSTIN	a) Cause a severe negative impact on instructional support, i.e., materials supplies, and equipment. b) Reduce ancillary services to disadvantaged and handicapped population. c) Limit statewide teacher in-service activities. d) Eliminate youth leadership activities at the area and state level.
BALTIMORE	Elimination of cooperative education for job development. Elimination of approximately 18 full-time positions.
BATON ROUGE	Ongoing programs will be hard pressed to sustain activities at the present level. Funding below present levels will dictate that no new equipment can be purchased and consumable supply needs will be reduced. Travel will be reduced and salaries for extended employment will be threatened.
BIRMINGHAM	It will reduce the amount of equipment that can be purchased by $114,336.
BOSTON	Approximate loss of $200,000 will result in considerable reduction in support services in vocational programs and delay implementation of new vocational programs.
CHICAGO	3% to 4% has been cut for the current year. 8% would be added to that cut.
CLEVELAND	The proposed 19% decrease in federal vocational education funds will reduce the number of students served by vocational programs and the quality of instruction. Materials and equipment cannot be purchased.
COLUMBUS	In general it will decrease reimbursement on administration, guidance, student stipends, equipment, construction, training and services from the State Department.
DALLAS	Will eliminate the Out-of-School Youth Program and reduce equipment purchases, travel allocations, and equipment leasing.

DENVER	This would curtail services in Disadvantaged, Handicapped, Work Study, Consumer Homemaking, and Guidance. As currently proposed, the cut would mean decreased support for staff.
DETROIT	No Response.
EL PASO	Loss of programs, reduced enrollments, higher unemployment, and higher illiteracy unless the state picks up funding gap.
FT. WAYNE	Program will be adjusted to correspond with receipts.
HOUSTON	No response.
INDIANAPOLIS	Drastically; IPS Vocational Education three year instructional equipment plans would be reduced by a substantial amount. Development of new vocational programs for the disadvantaged and handicapped students would close altogether.
JACKSONVILLE	Starting new programs. Reequipping out-of-date facilities.
KANSAS CITY	Federal Vocational Funds are used by the State Department of Education to fund the following types of Vocational activities in our school system: a) All Special Needs Vocational Education (Vocational Programs for the Disadvantage and Handicapped) b) Counseling Formula Funds c) Adult Displaced Homemaker Program d) Formula Funds for Consumer Home Economics Education e) Career Education (State Grant - Approximately $40,000) g) Formula Adjustment Funds (Secondary) - Provides Job Development and Placement Staff, Parking Loat Attendant, part-time teacher and various instructional budget items such as supplies, curriculum materials, equipment, repairs, etc. (Approximately $110,000 per year) h) Formula Adjustment Funds (Adult) - Previous staff for T.V. Production, warehouse person, Security Officer, etc. In addition, provides funds to assist in purchasing equipment, materials, supplies, repairs, etc. (Approximately $180,000 per year)

	A 19% reduction would cause severe problems in our effort to continue the types of services shown above. We probably would not be forced to close programs but programs would suffer because of lack of support.
LONG BEACH	Handicapped programs will lose 2 hourly vocational counselors, 1 vocational teacher, 5 hourly instructional aides, and funds for special equipment and materials (125 students will lose services). Disadvantaged program will lose 3 hourly teachers, (cooperative education job coordination periods), 1 part-time teacher of home economics, 1 part-time occupational home economics teacher, 7 instructional aides, and funds for upgrading programs (470 students will lose services).
LOUISVILLE	In secondary programs, funds will be used for teacher travel and approximately $12.00 per student spent for operating costs. There would be no monies for either salaries or equipment. Students would probably be charged a fee to participate in programs. In adult education, it would require reducing program services.
MIAMI	A 19% cut would adversely affect our basic disadvantaged and handicapped programs to the extent that some of the services currently being provided will be seriously reduced or eliminated.
MEMPHIS	Will likely result in the closing of at least five occpuational programs resulting in loss of service to 225 students.
NEWARK	A cut of this magnitude will affect the establishment of new vocational programs and the necessary modification of existing programs.
NORFOLK	a) May eliminate vocational program for handicapped and disadvantaged students. b) Eliminate apprenticeship program. c) Reduce allocation for equipment for vocational programs.
OAKLAND	Since general purpose and other categorical funding sources are also in a declining mode, a 19% cut could cause reductions in force, elimination of some services and a decrease in students served.
OKLAHOMA CITY	Projected federal vocational funding for 1982-1983 is $174,145.00. A 19% reduction would reduce that to $141,057.00. The reduction could preclude the addition of two (2) proposed programs as well as reduce support for existing programs to subnormal maintenance.

OMAHA	a) Equipment replacement would be eliminated. b) Discontinues vital programs due to inoperative equipment and no means to repair or replace. c) Decreases in student skill development.
PHOENIX (Roosevelt)	No response.
PITTSBURGH	Reduced vocational training and job placement programs for minorities, disadvantaged and handicapped. No replacement of outdated equipment in vocational shops. Fewer professionals especially trained to teach the disadvantaged and handicapped.
PORTLAND	Dramatically! Without State Vocational Education funding, Oregon is particularly vulnerable to federal vocational education cuts. It will cause a definite decline in program quality.
RICHMOND	No response.
SACRAMENTO	Prevent implementation of any new programs and impede the updating of existing program equipment and technology.
SAN ANTONIO	The 1982-83 Planning Allocation recently received a 41% cut. A reduction in funds of this size will certainly limit our efforts to modernize and/or replace outdated equipment.
SAN DIEGO	Declining funding from all sources has limited district program support. Equipment replacement and new acquisition is extremely limited. A 19% decrease combined with inflationary factors equates to nearly a 30% reduction.
SEATTLE	The projected level of funding for Fiscal Year 1982 is $153,530. With this reduction in funding the District will be forced to cut back its vocational program for high school students.
ST. PAUL	Reduction in aid to special needs programs.

TOLEDO	Since this money flows through the State Department of Education pursuant to a state plan, it depends upon what changes are made in that plan. In terms of teachers (hence adequacy of programs) this would mean a reduction of about seven people.
TUCSON	Due to the increase in inflation, any decrease in funds will result in fewer vocational options available to high school students. The direct impact of this cut is purely conjecture at this time; however, the vocational programs will probably be among the first to feel the effects.
TULSA	This cut will not affect our funding.
VIRGINIA BEACH	This cut will adversely affect special projects (handicapped programs) and adult programs.
WICHITA	Approximately 10% of the total budget revenue is federal money at present -a further federal reduction of 14% will have a devastating effect, if local or state dollars aren't forthcoming; Net result would be to reduce services to user community, and at a time when it should be increased to support the economic turnaround.

THE IMPACT OF FEDERAL BUDGET CUTS FOR 1983-84

In FY 1983 (1983-1984 school year), the Administration wants to block the Federal Vocational Education program with Adult Education and cut still another 21%. What will be the impact on your school district?

ALBUQUERQUE	We receive little or no Federal monies at the secondary level.
AUSTIN	a) Reduce services to secondary vocational education students. b) Reduce the number of students who can be served. c) Create a very "political" situation in which all program areas will compete for monies.
BALTIMORE	A comparison of the VEA Budget for a given year and the Adult Education and Adult Basic Education Budget for the same year (FY '80) shows that the Adult Education budget would be about 17% in size to the VEA budget. It is clear that the VEA funding would be impacted much more heavily than the Adult Education funding, if the two grants were consolidated into one block.
BATON ROUGE	No response.
BIRMINGHAM	Less than if left separate - more adult funds were available earlier this year than we needed.
BOSTON	Will result in considerable reduction in support services in vocational programs and delay implementation of new vocational programs. Inability to provide improvements to existing programs.
CHICAGO	Additional 7 - 8% cut in adult education and vocational education at the local level.
CLEVELAND	This action will decrease the number of in-schools programs and students and further decrease the number of adults. This will have a very negative impact at this time when unemployment is at an all time high.
COLUMBUS	In general, it will decrease reimbursement on administration, guidance, student stipends, equipment, construction, training and services from the State Department.
DALLAS	Would reduce the services currently provided proportionally.

DENVER	Loss of 64% of federal dollars. Would mean a decrease of approximately 6% in the budget support for staff salaries.
DETROIT	No response.
EL PASO	Loss of programs, equipment not updated. ABE may lose out in the competition for funds because it is a much smaller program. Yet the need exists.
FT. WAYNE	Program will be adjusted to correspond with receipts.
HOUSTON	No response.
INDIANAPOLIS	Devastating; Marion County (Indiana) has 17,000 to 20,000 youth 16-24 years of age unemployed; and with the proposed cut, training and retraining programs will be reduced substantially. There is a need for Vocational Education to be granted a substantial amount of the training funds for the retraining of youth and unemployed adult. IPS has a training facility, and equipment is available to train in most occupational areas.
JACKSONVILLE	In order for Vocational Education to get its funds, those funds must be earmarked; funds are needed to meet the needs of new industry; and for updating job skills.
KANSAS CITY	We probably would be forced to close some instructional programs entirely.
LONG BEACH	The proposed block grant would de-emphasize vocational education as a national priority, using both vocational education and adult education as tools for economic development. Elimination of a federal bond to vocational education would make national standards very difficult to maintain. The impact depends on the ratio of cuts between adult education and vocational education. According to some sources, adult education is expected to suffer less than vocational education. If vocational education received another 2% increase across the board, all effects described before would be increased commensurately.
LOUISVILLE	It would create the need to close some programs, have further reduction of services, and create a lack of program maintenance. Also, lack of equipment improvement, repair and replacement would cause shops to close.

MIAMI	Anytime funds are "blocked", there is a strong likelihood that one program area will suffer more than another, although based on priorities. Any reduction in funds would seriously impact both programs, particularly vocational education. It would be impossible to maintain an effective repair and replacement of equipment schedule.
MEMPHIS	Closing of additional programs at secondary level and also adult vocational offerings for preparatory and supplemental training.
NEWARK	If the local school district cannot afford to absorb such a reduction, existing vocational programs will not be able to purchase new equipment or needed supplies. Some programs may be curtailed.
NORFOLK	a) May eliminate vocational program for handicapped and disadvantaged students. b) Eliminate apprenticeship program. c) Reduce allocation for equipment for vocational programs. d) Approximately $60,000 in revenue to the school system will be eliminated.
OAKLAND	A cut of this magnitude combined with blocking Vocational Education with Adult Education would cause drastic program reductions and possible program elimination.
OKLAHOMA CITY	Decrease in number of students that may be served by these programs.
OMAHA	a) Presently our Adult/Vocational Program received minimal federal support (at approximately 5% state reimbursement.) b) Seven percent lid on local school districts places Adult/Vocational program in a declining posture.
PHOENIX (Roosevelt)	No response.
PITTSBURGH	School shops will be unable to keep pace with technological changes in business and industry. The schools will no longer be capable of providing industry with trained technicians and tradesmen.

PORTLAND	With cuts of this magnitude, federal funds could not even begin to meet the needs it has in the past; equipment and supplies to help upgrade the program to modern industry standards; instructional assistance to disadvantaged and handicapped students.
RICHMOND	No response.
SACRAMENTO	Effectively eliminate the updating of existing programs at the adult and secondary level.
SAN ANTONIO	No response.
SAN DIEGO	Confusion. Adult Education and K-12 districts are divided in two separate districts. This amplifies additional cuts of this nature. Program support acquisition of equipment and supplies, staff development, basic skills emphasis through vocational education, and up-to-date job training will be critically impacted.
SEATTLE	Further reduction of vocational programs for our high school students. At this time, the District is not reaching many students in need of training programs to develop entry skill levels for employment.
ST. PAUL	If the State continues to make the same proportional distribution of combined state and federal dollars, a reduction of 21% in federal aid would equal a like reduction in the Special Needs and Consumer Homemaking programs.
TOLEDO	A further reduction of 25% in programs with the same counts as mentioned before. Plus, there would exist a potential for program conflict between the advocates of training for youth and those who espouse Adult Education.
TUCSON	Our district will not be affected greatly, because the local community college provides for the adult education.
TULSA	State department has stated that most of our money will come from state and local government.
VIRGINIA BEACH	Adult programs will be eliminated. Disadvantaged students will have reduced services.
WICHITA	Vocational education is a partnership -- the federal share must continue if economic revitalization is to occur. Local and state taxes cannot assume the burden. The local impact would be a reduction of effort in our mandate to train the unemployed. Services to refugees would be minimal.

THE PROJECTED IMPACT OF INCREASED FUNDING

Could you identify the kinds of needs you would attempt to meet if you had 25% more funding in vocational education?

ALBUQUERQUE	a) Definite expansion of Vocational Programs. b) Establish programs that are not deadened for the student and have and upward hierarchy. c) Establish programs for all students. d) Establish adequate program to provide opportunity for all students to graduate with the following three components: 1) Valid high school diploma, 2) A marketable skill, 3) Prepared for further education.
AUSTIN	a) Improve facilities. b) Expand program offerings and services. c) Fulfill equipment replacement schedules. d) Continue to provide high quality in-service. e) Strengthen youth leadership opportunities.
BALTIMORE	National studies indicate a growing shortage of skilled workers being trained at a time when the need for such workers has increased dramatically. Education's task must be to maintain and expand the opportunities for young people.
BATON ROUGE	We would attempt to offer instruction in the new and emerging occupations.
BIRMINGHAM	More money will not solve the kinds of problems we have.
BOSTON	a) Improved support services for all students in Vocational Education program. b) Improvement and upgrading of older facilities. c) New programs and supplies/materials for existing programs.
CHICAGO	Yes. (No explanation given.)

CLEVELAND	Expand programs and update some of the equipment.
COLUMBUS	a) Equipment. b) Training or in-service for instructors. c) Guidance for students.
DALLAS	Would replace the recently "reduced portion" and expand the Adult Homemaking Program. Other priorities would depend on restrictions placed on use of the monies.
DENVER	Would provide impetus for increased support services to mainstream disadvantaged and handicapped, support for expanding career and vocational guidance and job placement.
DETROIT	a) Expand placement activities. b) Upgrade facilities and equipment. c) Expand Adult Education Program.
EL PASO	a) Current programs could be updated to be comparable to business and industry. b) Additional programs could be added.
FT. WAYNE	No response.
HOUSTON	No response.
INDIANAPOLIS	IPS Vocational Education could provide occupational training after school hours from 3:30 to 10:00 PM. Classroom facilities and equipment are utilized throughout the day and during adult evening classes. We could provide training and retraining for adults, school dropouts, and disadvantaged and handicapped individuals who have not succeeded in the work world. Skills-transfer programs could also be offered during after-school hours to recycle unemployed individual who have some work skills but need to adapt those skills to other trade areas. The economic situation is such that efficient use of equipment is most essential in training facilities. The additional money would maximize our training stations.

JACKSONVILLE	Yes. New facilities in the northern section of the school districts.
KANSAS CITY	Increased support services for special needs (disadvantaged and handicapped) students. Expansion of specialty career programs, e.g. agribusiness, biomedical sciences, etc., in secondary schools.
LONG BEACH	Attempts would be made to meet more adequately the needs of handicapped and disadvantaged students, to upgrade heavy equipment, to introduce new programs in trade and technical areas, and to improve facilities to meet current industrial standards.
LOUISVILLE	It would be applied toward maintenance of existing programs. It would require more than a 25% increase to provide adequate programs, improved programs, and begin new programs.
MIAMI	Immediate needs are developing programs in the construction trades area, sheet metal and machine shop, marine and diesel mechanics, and data processing. Currently these programs are minimal or non-existing.
MEMPHIS	a) Equip facilities to meet changing technology. b) Develop new programs to meet emerging jobs. c) Upgrade some present facilities by replacing worn out equipment.
NEWARK	The district could purchase additional computers for several vocational programs, thus offering students the latest in job training techniques.
NORFOLK	We would be able to replace equipment and renovate facilities with more funding.
OAKLAND	Improved high technology training; computer and electronics training and equipment are necessary to meet the needs of high technology industry in the Bay area.
OKLAHOMA CITY	Update facilities and equipment to meet training/education needs to keep abreast of technological changes in business and industry. Also expand program offerings in needed areas.

OMAHA	a) Replace older and out-of-date equipment. b) Initiate new programs (microcomputers, intensify studies of current technologies, etc.) c) Increase cooperative ventures with health, business and industrial communities.
PHOENIX (Roosevelt)	No response.
PITTSBURGH	Provide more current vocational training and job placement services to minorities, the disadvantaged and the handicapped. Upgrade vocational skills. Provide subsidized employment. Expand and develop new programs. Provide more teacher training. Provide shops with training in new technological skills. Remodel facilities.
PORTLAND	Prevocational experiences for disadvantaged students, equipment update, cooperation work experience.
RICHMOND	No response.
SACRAMENTO	Provide equipment and modify facilities for new technology programs, such as electronics, robotics, fiberoptics, etc.
SAN ANTONIO	Continued upgrading of equipment and curriculum.
SAN DIEGO	a) Replacement of outdated and broken equipment for shops and laboratories. b) Initiate staff development programs to keep up with changes in business and technology. c) Establish programs to recruit and counsel young men and women into nontraditional vocational education programs. d) Establish district-wide (rather than one or two sites) programs for LEP students, disadvantaged and handicapped students. e) In-service programs for all grade level counselors on labor market, vocational programs, post-secondary vocational programs. f) Establish an effective junior high school vocational counseling and guidance program.

SEATTLE	a) Expand curriculum offerings in selected vocational education programs. b) Additional staff support for screening, evaluation and follow-up. c) Update equipment and facilities.
ST. PAUL	Twenty-five percent (25%) more money would offset recent funding reductions and allow for the training of more sections in high demand programs.
TOLEDO	While the physical plant facilities are in top condition, the equipment is becoming obsolete/wearing out. Equipment replacement is important. Also, adult vocational job training would receive top priority.
TUCSON	If an increase in funding were to occur, the following improvements would be offered: a) Expand vocational offerings in an eastside high school. b) Provide technical updating and in-service for occupational teachers. c) Explore the possibility of developing a placement center and follow-up system for the Tucson area high school students.
TULSA	More handicapped programs could be opened. Equipment replaced at a greater pace. Facilities could be updated making the shops more conducive to students' safety and health.
VIRGINIA BEACH	We could expand the course of offerings of the existing facilities.
WICHITA	a) Upgrade equipment. b) Add needed classrooms, labs, and support service areas.

PERCENTAGE OF STUDENT BODY THAT CAN BE ACCOMMODATED IN VOCATIONAL EDUCATION PROGRAMS AND ITS IMPACT ON LOCAL BUSINESS

	Students in Vocational Education That District Can Accommodate	If you should lose your vocational education funding will your capacity to educate students in jobs for local business be affected?	
NAME OF CITY	PERCENTAGE %	YES	NO
Albuquerque	(N/A)	(N/R)	
Austin	50	X	
Baltimore	13	X	
Baton Rouge	90	X	
Birmingham	120	X	
Boston	95	X	
Chicago	100	X	
Cleveland	65	X	
Columbus	50	X	X
Dallas	100	X	
Denver	100	X	
Detroit	100	X	
El Paso	(N/R)	X	
Fort Wayne	100	(N/R)	
Houston	(N/R)	(N/R)	
Indianapolis	17	X	
Jacksonville	90	X	
Kansas City	(N/A)	X	
Long Beach	80-85	X	
Louisville	100	X	
Memphis	89	X	
Miami	80	X	
Newark	85	X	
Norfolk	(N/R)	X	

	Students in Vocational Education That District Can Accommodate	If you should lose your vocational education funding will your capacity to educate students in jobs for local business be affected?	
NAME OF CITY	**PERCENTAGE** %	YES	NO
Oakland	100	X	
Oklahoma City	Unknown	X	
Omaha	50	X	
Phoenix (Roosevelt)	(N/R)		
Pittsburgh	100	X	
Portland	100	X	
Richmond	(N/R)		
Sacramento	80		X
St. Paul	60	X	
San Antonio	90-100		X
San Diego	75	X	
Seattle	15	X	
Toledo	100	X	
Tucson	70	X	
Tulsa	30		X
Virginia Beach	100	X	
Wichita	40-50	X	

If you should lose your vocational education funding, will your capacity to educate students in jobs for local business be affected? Yes? No? Please explain.

ALBUQUERQUE	No response.
AUSTIN	Yes. The quality of vocational education services would be lowered. In the last two years, Federal funds have been allocated so that local school districts can determine how to best meet local needs. Local priorities have been set and the Federal funds have provided incentives to improve programs and provide necessary linkages between the school, the community, and the home. Teachers are being motivated by the prospect of acquiring new equipment, materials and supplies, and they are working harder as a result of the supplementary funds. Lessening these positive outcomes would be detrimental to vocational education and the populations the programs serve.
BALTIMORE	Yes. Approximately 50% of the work study students (763 students) are in federally subsidized jobs. To decrease VEA funds will directly impact our capacity to maintain this number of students. In point of fact, more students need job opportunities, not less.
BATON ROUGE	Yes. No new monies to expand/extend/revise/update/upgrade existing programs. No new monies to initiate new programs to meet labor demands.
BIRMINGHAM	Yes. We would be forced to turn more to co-op programs utilizing business and industry owned equipment as opposed to continued preparatory programs.
BOSTON	Yes. Primarily in areas of support services to special need, bilingual and disadvantaged populations. Referral or new programs and improvements to existing programs.
CHICAGO	Yes. The extent to be determined by the board's ability to pick up the anticipated loss. A complete loss of State and Federal funding would result in a $8 to $10 million dollar negative variance.
CLEVELAND	Yes. There is a need for skilled employees to maintain highly technical equipment. Vocational programs will not have the capacity to continue serving the needs of business and industry.

COLUMBUS	Yes and No. We will continue to train students, but on out-of-date equipment.
DALLAS	Would need to reevaluate all "training areas".
DENVER	Yes. Would mean a loss of approximately 10% of budget for programs that provide supplemental support services enabling special need students to become self sufficient as a part of their secondary program as opposed to increasing the dropout risk and full dependence on social services. With state spending limitations set 7% increase, state and local funds will not compensate for loss.
DETROIT	No funds for equipment and specialized staff, e.g. technicians, job placement, co-op, coordinators, etc.
EL PASO	Yes, Would have to fund local funds and/or business and industry donations.
FT. WAYNE	Somewhat.
HOUSTON	No response.
INDIANAPOLIS	Yes. Some classes would be discontinued at the secondary level, and job training for unemployed youth would be eliminated.
JACKSONVILLE	Yes. Keeping current with industrial progress and updating job skills.
KANSAS CITY	Yes. Same level of vocational programming could not be continued with local and state funds only.
LONG BEACH	Yes. All would depend on the ability of the LEA to maintain its programs in the face of decreasing local funds. Because federal money is used to upgrade programs and keep them consistent with current industrial standards, loss of these funds would probably result in program obsolescence. Local district budget projections would provide simulation only, something akin to providing horse and buggy training in the space age. Without up-to-date equipment and materials provided by federal funds, programs could not keep pace with industrial training requirements.

LOUISVILLE	Yes. It would curtail our ability to fulfill labor market needs in this area and meeting any new needs because of change in technology. It would prevent our school system from keeping up with market demands. We would only be able to serve highest priority programs. The local school system would have to determine which, if any, would be financed locally.
MIAMI	Yes. There is no question that the impact will be devastating to the school system, as well as to the business and industrial community. One of their foremost concerns is that we cannot keep pace with the current job market.
MEMPHIS	Yes. No response.
NEWARK	Yes. Students' hands-on vocational training depends on the purchase of modern equipment, etc. The loss of vocational education funding could put a strain on local school budgets.
NORFOLK	Yes. Handicapped and disadvantaged students enrolled in job training programs will probably not be accommodated.
OAKLAND	Yes. Supplies and equipment necessary for training could not be purchased. Program improvement would disappear.
OKLAHOMA CITY	Yes. Local business/industry would have to assume responsibility for training. The local district could not absorb the costs.
OMAHA	Yes. Equipment and space needs make vocational education an expensive program. Reduced capacity to develop entry level skills for students to become viable participants in the world of work, diminishes future student involvement in the vocational program.
PHOENIX (Roosevelt)	No response.
PITTSBURGH	Yes. Equipment will not be updated or kept in good repair. Our shops will be incapable of adequate vocational training.
PORTLAND	Yes. Programs will become outdated. As this happens, we will begin to lose programs because they can no longer meet students' needs.

RICHMOND	No response.
SACRAMENTO	No. Capacity is based on staffing levels at the school site, not on federal funds.
SAN ANTONIO	No. Basic program is funded with state and local money.
SAN DIEGO	Yes. Lagging program development, obsolete equipment, declining vocational education enrollment, outdated curriculum and staff expertise will be reflected in reduced quantity and quality of high school graduates prepared for jobs in local business and industry.
SEATTLE	Yes. The provision, maintenance and operation of quality training facilities is costly. The loss of vocational education funding would surely eliminate programs and drastically reduce vocational education opportunities for all high school students.
ST. PAUL	Yes. If this refers to federal dollars, the answer is "Yes". This would impact mainly on the economically and academically disadvantaged.
TOLEDO	Yes. Currently, only 7% of our vocational high school graduates are unemployed upon graduation from high school. This is in a depressed labor market. Unemployment of 18-21 year old youth in Ohio runs 22%. If Ohio is to recover from its economic depression, a major factor will be a trained reservoir of skilled labor.
TUCSON	Yes. Any decrease in vocational education funding will affect our capacity to educate students. (The most noticeable negative effect would be in the loss of the ability to replace and update equipment and technological supplies needed in order to stay abreast with business and industry advances.
TULSA	No. As long as we can fund programs and find teachers, we hope to continue to train students for industry.
VIRGINIA BEACH	Yes. Advanced vocational programs would be severely curtailed.
WICHITA	Yes. Currently, we react directly to requests from business and industry for tailored, short-term, intensive training (most effective). This activity would diminish immediately, and secondary programs curtailed.

AGE OF JOB TRAINING LABORATORY FACILITIES

NAME OF CITY	NUMBER OF YEARS
Albuquerque	N/A
Austin	20+
Baltimore	10+
Baton Rouge	20
Birmingham	5-40
Boston	2-50
Chicago	15-50
Cleveland	2-15
Columbus	5-7
Dallas	10
Denver	25-30
Detroit	10
El Paso	25
Fort Wayne	11
Houston	(N/R)
Indianapolis	25
Jacksonville	25
Kansas City	10
Long Beach	8-20
Louisville	11
Memphis	8
Miami	10-12
Newark	15
Norfolk	15
Oakland	20
Oklahoma City	25
Omaha	15-20
Phoenix (Roosevelt)	(N/R)
Pittsburgh	25+

Portland	10-30
Richmond	(N/R)
Sacramento	15
St. Paul	16
San Antonio	8-10
San Diego	12-15
Seattle	42
Toledo	9
Tucson	19
Tulsa	20
Virginia Beach	9 and 3
Wichita	20

COMMENTS ON EXISTING JOB TRAINING LABORATORY FACILITIES

Do you have any comments on these facilities?

ALBUQUERQUE	Facilities are adequate. We just need more of them.
AUSTIN	They are in many areas inadequate, and in constant need of repair and updating. Federal funds are desperately needed to address these areas.
BALTIMORE	None.
BATON ROUGE	No response.
BIRMINGHAM	Most aren't pretty, but serve very well.
BOSTON	(Humphrey Center) Materials and supplies affected by both Proposition 2 1/2 and by federal cutbacks. (Other Vocational Facilities) Deferral of equipment upgrading or replacement.
CHICAGO	They are in need of upgrading with respect to technology.
CLEVELAND	Some need to be updated if funds were available.
COLUMBUS	Facilities are fine; equipment is out-of-date.
DALLAS	Are well equipped and maintained.
DENVER	All facilities have been updated and remodeled as needed and are in good condition.
DETROIT	With the exception of five new technical centers, the centers at the comprehensive high schools lack up-to-date equipment which reflects current technology.
EL PASO	Facilities and equipment need to be updated continually to be comparable to those found in business and industry.

FT. WAYNE	No.
HOUSTON	No response.
INDIANAPOLIS	No response.
JACKSONVILLE	Duval County needs to add heavy shop facilities to take care of expanding industrial needs.
KANSAS CITY	Building still in good repair. However, we need to replace equipment on a regular basis but are unable to do so because of inadequate funds.
LONG BEACH	Some facilities are obsolete, having been built 40 years ago. Others need modification, remodeling, and modernization to varying degrees to bring them in line with current industrial standards.
LOUISVILLE	The facilities were equipped with new and modern equipment when built. It is just now necessary to begin the replacement process. Few facilities are under used, others that were constructed for one teacher shops now have two teachers which makes for insufficient work stations, crowding and more wear on equipment.
MIAMI	This average is positively affected by the recent construction of area vocational technical centers and senior high schools. However there are many of our schools that are 25 years of age and although we attempt to replace and upgrade equipment, we cannot keep pace with the need.
MEMPHIS	A large percentage of our facilities are 5-6 years old and are excellent. Some older facilities need equipment to replace worn out items and to purchase new state-of-art equipment.
NEWARK	Fairly well equipped facilities are presently in existence.
NORFOLK	No response.
OAKLAND	Equipment replacement in wood and machine shops is critically necessary. Much of the equipment in other programs needs to be replaced.

OKLAHOMA CITY	Facilities are outdated. Cannot, in many cases, meet State Vocational Technical requirements for square footage and do not have adequate wiring for modern equipment.
OMAHA	Established schedule for remodeling and updating facilities. Some 2-4 training laboratories are renovated annually of the 21 existing secondary schools.
PHOENIX (Roosevelt)	No response.
PITTSBURGH	Funds were not available to update or expand vocational facilities in the 1960's and 1970's. Our shops are too small and inadequately equipped and supplied.
PORTLAND	Many small, outdated facilities bordering, in some cases, on the unsafe.
RICHMOND	No response.
SACRAMENTO	Most need updating while others need to be modified to accommodate new technology programs.
SAN ANTONIO	No response.
SAN DIEGO	Average is inaccurate presentation. Some facilities are new and well equipped. Some older facilities are inadequately equipped. New equipment in use in business and industry outpaces district's capability of updating equipment, i.e., manual typewriters and liquid duplicators in schools, when business uses electronic mail and word processors.
SEATTLE	Facilities are dated. They are in need of remodeling to provide appropriate training areas in which to teach skills development for employment.
ST. PAUL	Severely overcrowded; some out-dated equipment.

TOLEDO	The facilities of the Toledo Public School System are in top condition. There are adults who need training (unemployment equals 12%). It makes no sense to place untrained youth in the job market. Toledo has the facilities and the need to develop a trained work force.
TUCSON	No response.
TULSA	This year the State has allocated funds to start to upgrade some equipment. We hope to continue this direction.
VIRGINIA BEACH	The Vocational-Technical Education Center is nine years old. The Career Development Center is three years old. These two facilities are centers for training students in the vocational-technical ares.
WICHITA	Major facilities are in above average condition, but a shortage of space exists. The greatest problem in vocational education is maintaining a state-of-the-art equipment stature. Vocational education is equipment intensive.

School Lunch Programs

The program requires that the family complete an application form stating its household income. Have the use of these application forms lowered your participation rate? How will this situation affect your school lunch program?

ALBUQUERQUE	a) Reduced participation results in higher costs per meal. b) Reduced participation in the free category reduces overall income. c) Higher costs result in price increases to students which causes further decrease in participation.
AUSTIN	a) Makes management more of a challenge. b) May cause the Board of Trustees to take a stand on nutrition vs. snack and a la carte sales. c) Will be forced to use the "offer vs. serve" policy at elementary level.
BALTIMORE	No response.
BATON ROUGE	Only affected less than 1%; will not affect program.
BIRMINGHAM	Reduced services to pupils more difficult to overcome.
BOSTON	a) Increased per meal cost. b) Reductions in personnel.
CHICAGO	a) Cuts labor. b) Raise prices on paid and reduced meals. c) Raise a la carte prices.
CLEVELAND	Not at all.
COLUMBUS	a) Applications are difficult for parents to complete if their reading skills are limited. b) Reduces the number of meals served until applications are completed.
DALLAS	a) Result in increased food service employee layoffs. b) Fewer students would benefit from a nutritious, well balanced meal.

DENVER	a) Fewer students qualified to eat free and reduced. b) Prices had to be raised. Less income from all federal programs.
DETROIT	Revenue decreased, but there wasn't a proportionate decrease in expense.
EL PASO	a) Fewer students served. b) Lower costs. c) Less personnel.
FT. WAYNE	Slightly reduced participation.
HOUSTON	Change from "Hot Lunch" emphasis to an "A La Carte" program.
INDIANAPOLIS	a) Paying student participation decrease. b) Approximately 23-25% reduction in total lunches served. c) Approximately 30% reduction in total breakfasts served.
JACKSONVILLE	No response.
KANSAS CITY	No response.
LONG BEACH	a) Increase cost of meals for remaining participants. b) Force layoff of some employees. c) Fail to save money.
LOUISVILLE	Not applicable.
MIAMI	No response.
MEMPHIS	No response.

NEWARK	a) Less in federal and state revenue. b) More bag lunches. c) Increase in sale price for paid and reduced.
NORFOLK	No response.
OAKLAND	Not applicable.
OKLAHOMA CITY	a) Per meal cost has increased by 24%, or three times the current rate of inflation. b) Labor was cut by 350 hours per day. c) Cannot make needed replacement of old equipment.
OMAHA	a) Decreased federal support. b) Increased costs passed on to full pay participants. c) Lower full pay participation, a catch "22".
PHOENIX (Roosevelt)	Not much effect on lunch participation though we raised price for regular by 60%.
PITTSBURGH	No response.
PORTLAND	a) Lowered participation means lower overall reimbursement for those meals. b) May mean higher lunch prices to paying child which in turn may lower that participation. c) Without this federal support our district will have a hard time breaking even. We have no district support at this time.
RICHMOND	a) More students are bringing their lunches from home. b) Department has reduced labor hours.
SACRAMENTO	Not applicable.

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SAN ANTONIO	a) Less federal reimbursement. b) Cut in employees. c) Cut in equipment purchases.
SAN DIEGO	a) Personnel layoffs. b) Certain needy students being denied lunches. c) Unable to maintain a break-even financial position.
SEATTLE	Not applicable.
ST. PAUL	Adjust personnel.
TOLEDO	No response.
TUCSON	Not applicable.
TULSA	a) Lower participation in paid meals increases cost per meal in all categories. b) New regulations in policy have made changes in percentage of free and reduced prices. c) Many families cannot afford a reduced price meal and RP children cannot pay full price for meals.
VIRGINIA BEACH	Reduce federal income due to less free and reduced participants.
WICHITA	a) Reduce participation. b) Create a deficit financial position. c) May result in secondary schools being removed from lunch program

THE IMPACT OF STATE AND FEDERAL FUNDING FLUCTUATIONS

NAME OF CITY	PERCENTAGE OF BUDGET FROM STATE %	REDUCED %	RAISED %	KEPT THE SAME	COMMENTS
Albuquerque	-0-				(N/A)
Austin	-0-	25-30			
Baltimore	85			X	
Baton Rouge	60			X	
Birmingham	60	5			
Boston	4			X	
Chicago	11			X	
Cleveland	5				Unknown
Columbus	8	X			
Dallas	46			X	
Denver	-0-			X	
Detroit	3	10			
El Paso	-0-			X	
Fort Wayne	53				Unknown
Houston	57	5			
Indianapolis	3	66			
Jacksonville	4			X	
Kansas City	3	60-70			
Long Beach	5			X	
Louisville	65			X	
Memphis	3			X	
Miami	3		X		
Newark	-0-				Unknown
Norfolk	4			X	
Oakland	8		5		
Oklahoma City	3			X	

Omaha	3	X			
Phoenix (Roosevelt)	95			X	
Pittsburgh	34	X			Unknown
Portland	20	1			
Richmond	4			X	
Sacramento	74			X	
St. Paul	1			X	
San Antonio	71	5-10			
San Diego	5			X	
Seattle	4	2			
Tucson	98		< 1		
Tulsa	2+			X	
Virginia Beach	< 1			X	
Wichita	3			X	

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THE SEVERITY OF LOCAL AND STATE
BUDGETARY NEEDS

ARE LOCAL AND STATE BUDGETARY NEEDS OF SUCH ECONOMIC SEVERITY THAT THEY MIGHT CUT INTO YOUR STATE AND LOCAL EDUCATION FUNDING?

NAME OF CITY	YES	NO	COMMENTS
Albuquerque	X		
Austin	X		
Baltimore			Approximately 37% of Federal reimbursement comes through the State Board as the "Administering Agency." Until actual figures are given and priorities are set it is impossible to project local and state budgetary needs.
Baton Rouge		X	
Birmingham	X		
Boston	X		
Chicago	X		
Cleveland	X		
Columbus	X		
Dallas	X		
Denver	X		
Detroit			
El Paso		X	
Fort Wayne			Possibly
Houston		X	(Hopefully)
Indianapolis	X		
Jacksonville		X	
Kansas City	X		
Long Beach	X		
Louisville		X	
Memphis	X		
Miami	X		
Newark	X		

Norfolk		X
Oakland	X	
Oklahoma City		X
Omaha	X	
Phoenix (Roosevelt)		X
Pittsburgh		
Portland	X	
Richmond	X	
Sacramento	X	
St. Paul		
San Antonio		X
San Diego	X	
Seattle	X	
Toledo	X	
Tucson		X
Tulsa		X
Virginia Beach		X
Wichita	X	

STATE AND LOCAL ITEMS WITH WHICH EDUCATION FUNDING MUST COMPETE

NAME OF CITY	SEWER/WATER/ SANITATION SYSTEMS:		STREETS/ HIGHWAYS/ BRIDGES		CONSTRUCTION & REPAIRS:		MASS TRANSIT UPKEEP AND CONSTRUCTION:		PUBLIC BUILDING MAINTENANCE:		UNEMPLOYMENT COSTS:	
	State	Local	State	Local	State	Local	State	Local	State	Local	State	Local
Albuquerque			X		X						X	
Austin			X		X		X				X	
Baltimore	X	X	X	X	X		X	X	X	X	X	X
Baton Rouge	(N/R)											
Birmingham											X	
Boston	X	X	X	X	X	X	X	X	X	X		X
Chicago	X		X		X		X		X		X	
Cleveland	X		X		X				X		X	
Columbus	(N/R)											
Dallas			X	X							X	
Denver			X									
Detroit	(N/R)											
El Paso			X									
Fort Wayne			X									
Houston	(N/R)											
Indianapolis		X		X		X		X		X	X	
Jacksonville	(N/R)											
Kansas City		X	X	X	X	X	X	X	X	X	X	
Long Beach	(N/R)											
Louisville	(N/R)											
Memphis		X	X	X	X			X		X	X	
Miami	(N/R)											
Newark	X	X	X	X	X	X	X		X	X	X	X
Norfolk	(N/R)											
Oakland			X	X	X	X	X		X	X	X	
Oklahoma City	(N/R)											

Omaha	(N/R)											
Phoenix (Roosevelt)	(N/R)											
Pittsburgh	(N/R)											
Portland				X		X			X	X	X	
Richmond	X	X	X	X	X	X	X	X	X	X	X	X
Sacramento		X	X		X						X	
St. Paul	(N/R)											
San Antonio	(N/R)											
San Diego	X		X		X		X		X		X	
Seattle											X	
Toledo		X	X	X	X			X			X	X
Tucson	(N/A)											
Tulsa	(N/R)											
Virginia Beach	(N/R)											
Wichita		X	X	X		X		X		X		X

NAME OF CITY	HIGHER EDUCATION COSTS: State	HIGHER EDUCATION COSTS: Local	LOW INCOME HOUSING: State	LOW INCOME HOUSING: Local	HEALTH CARE: State	HEALTH CARE: Local	PUBLIC SERVICE JOBS: State	PUBLIC SERVICE JOBS: Local	OTHER (PLEASE SPECIFY): State	OTHER (PLEASE SPECIFY): Local
Albuquerque	X				X				Maintain interstate system	
Austin	X				X					
Baltimore	X	X		X		X	X			
Baton Rouge	(N/R)									
Birmingham	X				X					
Boston	X		X		X		X	X		
Chicago	X									
Cleveland	X				X					
Columbus	X				X					
Dallas	X	X	X		X					
Denver	X				X				7% spending increase limitation on all Colorado state department	
Detroit	X		X						welfare	
El Paso	X				X					
Fort Wayne	X				X		X			
Houston	(N/R)									
Indianapolis	X			X						
Jacksonville	(N/R)									
Kansas City	X	X	X	X	X	X	X	X		
Long Beach	(N/R)									
Lousiville	(N/R)									
Memphis	X	X	X		X		X	X		
Miami	(N/R)									
Newark	X	X	X	X	X	X	X	X		
Norfolk	(N/R)									

Oakland	X				X			X		X
Omaha									State Aid	Property Tax
Phoenix (Roosevelt)	(N/R)									
Pittsburgh	(N/R)									
Portland	X				X					
Richmond	X	X	X	X	X	X	X	X		
Sacramento	X		X		X		X			
St. Paul	(N/R)									
San Antonio	(N/R)									
San Diego	X		X		X		X			
Seattle	X				X				Social Services	
Toledo	X			X	X		X			Recreation; police & fire protection
Tucson	(N/R)									
Tulsa	(N/R)									
Virginia Beach	(N/R)									
Wichita	X	X		X	X	X		X		

APPENDICES

The Survey Instruments

NATIONAL SCHOOL BOARDS ASSOCIATION
TRIENNIAL SURVEY OF PUBLIC EDUCATION
IN THE NATION'S URBAN SCHOOL DISTRICTS

PART A: THE SCHOOL DISTRICT

1. Official name of the school district:____
____

2. Name and title of person completing this survey:________________________________
____
Telephone number: (   )____

3. Estimated number of residents in your school district________________________________

4. Please indicate below the approximate composition of the pupil enrollment in your school district.

   [   ]% Asian/Pacific Islander
   [   ]% Black
   [   ]% Hispanic (Chicano, Puerto Rican, etc.)
   [   ]% Native American (Indian, Eskimo)
   [   ]% White (Caucasian)
   [   ]% Other nonwhite

5. How many pupils in your school district are handicapped as defined by PL 94-142?
________________________Pupils

6. Please indicate below the approximate composition of handicapped students by race:

[ ]% Asian/Pacific Islander
[ ]% Black
[ ]% Hispanic (Chicano, Puerto Rican, etc.)
[ ]% Native American (Indian, Eskimo)
[ ]% White (Caucasian)
[ ]% Other nonwhite

7. Please complete the following items dealing with programs other than the conventional K-12 programs offered during the 1980-81 school year.

	Number of Persons Enrolled	Number of Staff Assigned	Number of Consecutive Years Program Has Been Offered	Dollar Amount Budgeted For Program
Pre-Kindergarten				$
Head Start Program				$
Bilingual (K-12)				$
Continuation School (K-12) for drop-outs, et. al.				$
Special Schools (K-12) associated with industry, hospitals, etc.				$

Adult Education leading to a high school diploma	$
Adult Education leading to a post-high school degree	$
Adult Education: non-degree for leisure, self-improvement, etc.	$
Career Education Programs	$
Multicultural Education for Ethnic Heritage Programs	$
Vocational Education Programs	$
Others: (please specify)	$

8. Do any of the programs listed above have special or demonstration projects that are dependent upon outside funds for support? ____ Yes ____ No

If yes, please list those projects here: ______________________________

9. Does your school district itself have statutory authority to certify personnel? ____ Yes ____ No

10. Number of certificated instructional staff in your district:
Full Time_________ Part Time_________
Number of certificated central office staff and building administrators in your district:
Full-time_________ Part-time_________

11. Alternative Schools: In recent years, terms such as "options," "choice" and "alternative" have been applied to public schools which differ from conventional schools and which students may select in lieu of conventional public school programs. Some such schools have unique curricula; others have unique teaching strategies.

Were any such schools operated by your district during 1980-81?
_____ Yes _____ No
If yes, please complete this chart.

Name of "Alternative and Brief Description	Number of Pupils Enrolled	Number of Instructional Staff Assigned	Number of Consecutive Years in Operation

Please list additional "Alternatives" on a separate sheet.

Part B. THE SCHOOL BOARD

12. Official name of the school board (e.g. Central School Committee of Washington County): __________
____

13. Number of school board members: ______________________________

14. Are members of the school board

_____Elected?

_____Appointed?

If elected, are the ballots

_____Partisan?

_____Nonpartisan?

If elected, are the seats

_____At-large?

_____From a ward or district?

If appointed, who makes the appointment?______________________________

15. Terms of school board members (check one)

_____All run concurrently _____Expire at staggered dates

16. What is the length of one term of office? ________________years.

17. Are there decentralized (regional) school boards in your district?

18. If yes, how many decentralized boards are in your district?______________________________

19. If boards in your district are decentralized, board members are

_____Elected _____Appointed

If appointed, who makes the appointment______________________________

Term of office of the decentralized board members.______________________ years.

20. What legal qualifications exist for the office of school board member? (Check all that apply)

_____Minimum age requirement: ________________ years

_____Residency requirement

_____Must be eligible voter

_____Other (please specify)______________________________

21. What reimbursement or compensation do school board members receive for service? (Check all that apply and complete blanks where appropriate.)

____Monthly or annual salary or honorarium; $____________ per ____________
____Per meeting stipend; $____________
____Expenses when attending board meeting
____Expenses when attending to school district business
____Expenses when traveling outside the district
____Per diem when attending to school district business; $____________ per day
____Per diem when traveling outside the district $____________ per day
____Other (please explain)____________________________________
____Board members receive no reimbursement or compensation

22. Are staff resources available for the use of individual school board members?
____Yes ____No
If yes, is the staff exclusively for the board member use? ____Yes ____No
If yes, briefly describe by title and duties the staff available for board member use:
____
____
____

23. If yes, does the board staff receive any in-service training?
____Yes (please describe briefly)____________________________________
____
____No

24. According to law, how often is your school board required to meet?
____Once a month
____Twice a month
____Other (please specify)____________________________________

25. How often does the Board actually meet?____

26. Does the Board sometime meet in executive session? ____Yes ____No
If yes, for what purposes?____
____

27. Does the Board utilize standing committees? ____Yes ____No
If yes, please list the name of each of them and indicate the usual number of times per year that the committee meets.

Committee Name	Number of Meetings Per Year	Number of Committee Members

28. Does the Board utilize Ad Hoc committees? ____Yes ____No
If yes, please list the names of the committees formed on this basis in the 1980-81 school year:____
____

29. Which of the following media groups routinely send representatives to Board meetings?
____ Commercial radio/TV
____ Public radio/TV
____ Metropolitan newspapers
____ Specialty newspapers
____ Other (please specify)____

30. Are press conferences routinely held by a spokesperson for the school board?
____Yes ____No
If yes, what is the title of the spokesperson? ____

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31. Please use the three scales below to assess media reporting and coverage of your board meetings? (check one box for each scale.)

	5	4	3	2	1	
Generally Objective	☐	☐	☐	☐	☐	Generally Biased
Generally Positive	☐	☐	☐	☐	☐	Generally Negative
Active Coverage	☐	☐	☐	☐	☐	Little Coverage

32. Does the school board have an official policy or set of rules governing citizen participation at school board meetings? _____Yes _____No
If yes, is advance notification required? _____Yes _____No

33. When citizens participate in board meetings, is there a time limit on their presentations?
_____Yes _____No
If yes, what is the amount of time allowed?_______________________________

34. When citizens participate in board meetings, must their presentations concern an agenda item?
_____Yes _____No
If no, please explain any limitations on the content of citizen participation:
____
____

35. Does the school board have an official policy or set of rules governing citizen participation in the decision-making process at these difference levels of the school system?

School building level: _____Yes _____No
District/regional level: _____Yes _____No
District or city-wide level: _____Yes _____No
County level: _____Yes _____No

If yes to any one or more of the above, please attach a copy of the policy.

C. SCHOOL DISTRICT FINANCES

36. Please estimate the dollar figure spent for each of the following categories during the school year 1980-81.

	Instructional Expenditures (e.g., staff, salaries books, supplies, equipment, etc.)	Capital Expenditures (building improvement, etc.)	Non-Instructional Operating Expenditures
Local Funds	$	$	$
State Funds	$	$	$
Federal Funds	$	$	$
Other	$	$	$
Total: All Sources	$	$	$

37. Does your school board have final approval over the school district budget?

_____Yes _____No

If no, who has the authority for final approval?______________________________

38. What is the dollar amount of federal money received for the following school programs in the years indicated?

Program	1980-81	1979-80	1978-79
ESEA (ECIA Chapter 1)	$	$	$
Youth Employment and Demonstration Act	$	$	$
Impact Aid	$	$	$
ESAA	$	$	$
Headstart	$	$	$
Other	$	$	$

39. What has been the result of proposed public support tax levies and/or bond issues during the three most recent years? (Write none if appropriate.)

	Dollar Amount	Number Passed	Dollar Amount	Number Passed
1980-81 Bond Issues	$		$	
Operating Tax Levies	$		$	

1979-80
Bond Issues $ ______________________ $ ______________________

Operating
Tax Levies $ ______________________ $ ______________________

1978-79
Bond Issues $ ______________________ $ ______________________

Operating
Tax Levies $ ______________________ $ ______________________

40. Did your district request funds supplemental to the original state appropriation during academic year 1980-81?

____Yes ____No

If yes, for what purpose(s) were the funds Requested? ______________________

41. Has your district spent $1500 or more for consultant services in any of the last three years?

____Yes ____No

If yes, what was the purpose of the consultant's services? ______________________

42. Have collective practices changed substantially in your district since 1978?

____Yes ____No

If yes, please explain. ______________________

Part D. THE SUPERINTENDENT

This section of the questionnaire is to be answered by the superintendent or his/her designate and the completed form then returned to the National School Boards Association at the address listed at the end of the survey.

Name: ______________________________

School Board Position: ______________________________

District: ______________________________

Home Address: ______________________________

City: ____________ State: ____________ Zip: ____________

Business Address: ______________________________

City: ____________ State: ____________ Zip: ____________

1. What is the total number of years that you have served as a superintendent in any district? (Please count academic year 1980-81 as one year.)

   ____________ years

2. How many years have you served as superintendent in this district? (Please count academic year 1980-81 as one year.)

   ____________ years

3. What is your annual salary? $________________________

4. What is your sex?
____Male ____Female

5. Please check your ethnic category.
_____ Asian/Pacific Islander
_____ Black
_____ Hispanic (Chicano, Puerto Rican, etc.)
_____ Native American (Indian, Eskimo)
_____ White (Caucasian)
_____ Other nonwhite

6. What is your marital status?
_____ Single
_____ Married
_____ Divorced or separated
_____ Widowed

7. Into which of the following age groups do you belong?
_____ Under 30 years
_____ 30 - 40 years
_____ 41 - 50 years
_____ Over 50 years

8. What is the highest college degree that you hold? (Exclude honorary degrees.)
_____ Bachelor's degree
_____ Master's degree
_____ 6-year certificate
_____ Academic degree (Ph.D., Ed.D.)

____ Professional degree (M.D.; D.D.S.)
____ Law degree
____ Other (please specify)________________________________

Thank you for your assistance. Please remember to attach a copy of your school board's policy on citizen participation in decision-making, if applicable.

Please return the completed questionnaire to:
Research & Board Development
National School Boards Association
1055 Thomas Jefferson ST, N.W.
Washington, DC 20007

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IMPACT OF FEDERAL BUDGET CUTS

ECIA, Chapter I (ESEA-I)

1. What were the ECIA Chapter I (ESEA-1) funding levels for:
(Use your best judgment with regard to carryover funds)

Basic Grant:

1980-1981 School Year (FY 1980)______________________________

1981-1982 School Year (FY 1981)______________________________

Concentration Grant:

1980-1981 School Year (FY 1980)______________________________

1981-1982 School Year (FY 1981)______________________________

2. How many children has your school district served (Do not be concerned about double counts of children if that is the way your school district keeps records) in the...

1980-1981 School Year (FY 1980)______________________________

1981-1982 School Year (FY 1981)______________________________

3. How many FTEs (teachers, aides, counselors, etc.) are you employing this school year with ECIA-Chapter I funds?______________________________.

4. The funding level for the 1982-1983 (FY 1982) school year will be at best approximately 7% below 1981-1982. Before the funds flow to school districts on July 1, the Administration has requested that this program be further reduced by 14% bringing the total cut next year to 21%. What effect would this reduction have on your program?

a)____

b)____

c)____

5. After a 21% reduction next year, the Administration is proposing yet another 22% for the 1983-1984 program. What impact will this funding reduction have on your ECIA, Chapter I program?

a)____

b)____

c)____

Impact Aid

6. What were the Impact Aid funding levels in your school district for

1979-1980 School Year (FY 1980)________________________

1980-1981 School Year (FY 1981)________________________

1981-1982 School Year (FY 1982)________________________

7. The Administration's FY 1983 budget proposes that only school districts with children whose parents live and work on federal property will be provided Impact Aid funds at 80% of last year's entitlement. If this criteria is enacted, how much Impact Aid funds will your school district receive in the 1982-1983 school year?________________________________

Education for All Handicapped Children Act (P.L. 94-142)

8. How much funding from P.L. 94-142, did your school district receive in:

1980-1981 School Year (FY 1980)____________________________

1981-1982 School Year (FY 1981)____________________________

9. The Administration is preparing to reduce funding for the next school year (1982-1983) by 23% under the funding you are now receiving.* What impact will this cut have on your school district?

____

____

____

---

*Congress has tentatively provided a funding level that is 6% more than you are receiving this school year (FY 1982). The Administration is proposing that this program be cut before the fund flow to the states on July 1, 1982.

10. The proposed funding for P.L, 94-142 in 1983-1984 suggests 7.0% of the average costs of educating a handicapped child in contrast to the 12% your district received this year. This will be in conjunction with a yet undisclosed block grant that will provide some deregulation. What types of requirements would your district want removed?

a)____

b)____

c)____

Vocational Education

11. Can you separate the amount of federal vocational education funding (as contrasted to State or CETA funds) from other vocational education funding sources in your district?

No________If no, skip to section on school lunch.

Yes_______If yes, answer questions #12 and #13

12. How much funding did you receive from the federal Vocational Education Act in:

1980-1981 School Year (FY 1980)______________________________

1981-1982 School Year (FY 1981)______________________________

13. The Administration is proposing a 19% decrease in federal vocational education funds for the next school year (1982-1983). How will a cut of this magnitude affect your school district program?

____

____

____

14. In FY 1983 (1983-1984 school year), the Administration wants to block the Federal Vocational Education program with Adult Education and cut still another 21%. What will be the impact on your school district?

____

____

____

15. What percentage of the students who would enroll in vocational education job training programs can you presently accommodate?______________%.

16. If you should lose your vocational education funding, will your capacity to educate students in jobs for local business be affected?

_____Yes _____No

Please explain______________________________

____

17. a) On average, how old are your existing vocational educational job training laboratory facilities?

_______________ years

b) Do you have any comments on these facilities?

____

____

____

18. Could you identify the kinds of needs you would attempt to meet if you had 25% more funding in vocational education?

____

____

____

School Lunch

19. How many students in each of the following categories participated in the School Lunch Program?

SCHOOL YEAR

	1979-1980	1980-1981	1981-1982
Free	________	________	________

Reduced	________	________	________
Paid	________	________	________

20. The program now requires that the family complete an application form stating their income. How has this new requirement affected your participation rate?

Greatly ________________

Moderately ________________

Slightly ________________

Not At All ________________

21. If these application forms have lowered your participation rate, how will this situation affect your school lunch program?

a) ____

b) ____

c) ____

22. In FY 1983-1984, the Administration is preparing to "turnback" the school lunch program to the states and in return, the states will receive a federal tax revenue source. If the school lunch program is no longer a federal program and the discretion is left to your Governor and state legislature, how likely would your state be to use the funds that formerly were used for the federal program to set up a comparable state school lunch program?

_____Very likely

_____Somewhat likely

_____Somewhat unlikely

_____Very Unlikely

23. In your opinion, would your school district be capable of absorbing the cost of the program?

_____Very likely

_____Somewhat likely

_____Somewhat unlikely

_____Very unlikely

24. What percentage of your budget do you receive from your state?________________%.

25. Do you anticipate in the next year that this proportion of your budget (mentioned above) would be ....

_____reduced

_____kept the same

_____raised

26. If reduced or raised, by what percentage?

Reduced by__________%

Raised by __________%

27. Are your local and state budgetary needs of such economic severity that they might cut into your state and local education funding?

_____Yes   _____No

28. If yes, with which of the following state & local items/programs must education funding compete? (Check as many as apply).

	State	Local
Sewer/Water/Sanitation Systems	___	___
Streets/Highways/Bridges	___	___
Construction & repairs	___	___
Mass transit upkeep and construction	___	___
Public building maintenance	___	___
Unemployment costs	___	___
Higher education costs	___	___

Low income housing	____	____
Health care	____	____
Public service jobs	____	____
Other (Please specify)	____	____

____

29. Official name of school district: ______________________________

____

30. Name and title of person completing this survey: ______________________

____

Telephone Number (   ) ______________________

Please return the completed questionnaire to:
Research & Board Development
National School Boards Association
1055 Thomas Jefferson ST, N.W.
Washington, DC 20007

NOTES

About NSBA

The National School Boards Association, headquartered in Washington, D.C., is a not-for-profit organization whose primary mission is the general advancement of education through the unique American tradition of local citizen control. In this way, public elementary and secondary school policy is decided by local school board members, the vast majority of whom are elected and are directly accountable to the community. NSBA promotes the quality of education through services to state school boards associations and local school boards; by serving as liaison with other education organizations and governmental authorities; and by increasing school board impact on federal education laws and regulations, and in court cases relating to education. Active Members of NSBA include the 49 state school boards associations, the Hawaii State Board of Education, plus the boards of education in the District of Columbia and the Virgin Islands. Founded in 1940, NSBA represents about 97,000 of the nation's school board members who, in turn, govern the schools attended by 97% of all public school children.

About the Council

Recognizing the unique responsibilities of public school board members serving the nation's largest cities, the NSBA Board of Directors in January 1967 authorized a special committee known as the NSBA Council of Big City Boards of Education. A nine-member Steering Committee composed of big city board members was elected in April 1967. Eleven years later, the Council membership changed its name to the Council of Urban Boards of Education. The Chairman of the Council serves as ex officio member of the NSBA Board of Directors.

Membership eligibility is extended to school boards serving communities with core city populations of at least 100,000. An exception to this minimum core city population requirement is made for urban boards serving core cities with less than 100,000 residents if they are members in good standing of a state level urban council in their respective state school boards association.

The Council exists to enable school board leaders to gather information, develop recommendations, and take appropriate action to improve the quality and equality of education provided in densely populated cities inhabited by people of widely varxing, diverse, and heterogeneous backgrounds.